

Archived Information

*U.S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202-6336*

FISCAL YEAR 2005 APPLICATION FOR NEW EARLY CHILDHOOD EDUCATOR PROFESSIONAL DEVELOPMENT PROGRAM GRANTS

CFDA Number: 84.349A

*FORM APPROVED
OMB No. 1890-0009
Expiration Date: June 22, 2005*



DATED MATERIAL – OPEN IMMEDIATELY
Closing Date for Application Transmittal: April 22, 2005

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Rosemary Fennell, Early Childhood and Reading Group
Student Achievement and School Accountability Programs
Office of Elementary and Secondary Education
400 Maryland Avenue, SW
Washington, DC 20202-6132
202-260-0792; e-mail: ecprofdev@ed.gov

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Section A:

DEAR COLLEAGUE LETTER

Dear Colleague:

Thank you for your interest in Early Childhood Educator Professional Development (ECEPD) program grants. These grants are authorized under section 2151(e) of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act, 2001, Public Law 107-110. They will enhance the school readiness of young children, particularly disadvantaged young children, and prevent them from encountering difficulties once they enter school, through improving the knowledge and skills of early childhood educators. The grants are part of the President's early childhood initiative, "Good Start, Grow Smart," and complement other federal early learning grant programs, such as Early Reading First, by helping States and local communities strengthen early learning for young children.

Strong professional development programs for early childhood educators are critical to help our young children become ready to succeed in school. These grants are intended to provide professional development for early childhood educators who work in programs that serve concentrations of children from low-income families and that also are located in communities with high concentrations of children living in poverty. *The applicant partnership may only apply if it meets the criteria for providing professional development to early childhood educators who are working in early childhood programs that are located in high-need communities, as stated in the "Absolute Priority" in this application.* Applicants will identify on the Absolute Priority Form the program sites in which the early childhood educators work who will receive the professional development under the grant, and use the form to demonstrate how those sites qualify under the Absolute Priority. It is children attending these programs who are among those most at-risk for entering school without the knowledge, skills, and dispositions necessary to succeed.

For fiscal year (FY) 2005, the Department is particularly interested in proposals that focus on - 1) providing professional development for early childhood educators who work with young children (including infants or toddlers, as applicable) who have limited English proficiency, disabilities as identified under Parts B or C of the Individuals with Disabilities Education Act, or other special needs; and 2) providing professional development for early childhood educators on the specific preschool curricula, based on scientifically based research, that is being used in their early childhood programs and that promotes young children's school readiness in the areas of language and cognitive development, and early reading and numeracy skills. *An application that meets these "Invitational Priorities" receives no competitive or absolute preference over applications that do not.*

Applications that receive funding will provide to early childhood educators professional development that is high-quality, intensive, sustained over time, and based on the best available research on early childhood pedagogy and child development and learning domains, including the development of early language and literacy skills. Applicants must base their proposed program on a needs assessment that they conduct to determine the most critical professional development needs of the early childhood educators to be served by the project and in the community. For FY 2005, ECEPD program grants will be awarded for a 3-year period. Partnership entities may only receive one grant under this authority.

Eligible applicants are partnerships of the following entities: (1) one or more entities (including faith-based organizations) that provides professional development for early childhood educators who work with children from low-income families in high-need communities; (2) one or more public agencies, Head Start agencies, or private organizations (including faith-based organizations); and (3) if feasible, an entity with demonstrated experience in providing training to early childhood educators concerning identifying and preventing behavioral problems or working with children identified as or suspected to be victims of abuse. Funded projects must contribute a cost share that is at least 50 percent of the total cost of the project for the entire grant period, and at least 20 percent of the project cost per year.

Funded projects must report annually to the Department on their progress toward attaining achievement indicators established by the Secretary. On March 31, 2003, the Secretary published in the *Federal Register* final achievement indicators that take into consideration public comments (68 FR 15646-15648). The *Federal Register* Notice of Final Achievement Indicators is posted on the Department's website at <http://www.ed.gov/programs/eceducator/index.html>, and the final achievement indicators are included in this application package. The Department intends to disseminate information about the professional development programs that prove to be effective.

This application package contains the instructions, forms, and other information needed to submit a complete application for an ECEPD program grant for FY 2005. It contains a copy of the *Federal Register* notice inviting applications that includes information on funding available for FY 2005, sets forth an absolute priority and two invitational priorities, describes the selection criteria that will be used to evaluate applications, contains the statutory requirements for the application and the program, and describes the Secretary's achievement indicators. This booklet also contains all other documents needed to apply for these grant funds. Applications for grants under the ECEPD program may be submitted electronically or in paper format by mail or hand delivery. Please refer to the notice inviting applications that follows for a contact name and number, and call or send an e-mail inquiry if you have any questions about these grants or preparation of your application.

If you would like to learn more about the current grantees (Fiscal Years 2001, 2002, 2003 and 2004), please visit the program's website at <http://www.ed.gov/programs/eceducator/index.html>. You will also find information about grant writing at that website, which we hope that you will find helpful.

We look forward to receiving your application and appreciate your efforts to meet the professional development needs of early childhood educators and caregivers through this program.

Sincerely,

/S/

Jacquelyn C. Jackson, Ed.D.

Director

Student Achievement and

School Accountability Programs

Section B:

**FEDERAL REGISTER NOTICE AND RELEVANT STATUTORY
PROVISIONS**

Notice Inviting Applications For New Awards For Fiscal Year (FY) 2005 Competition
Relevant Statutory and Regulatory Provisions

**FEDERAL REGISTER NOTICE INVITING
APPLICATIONS FOR NEW AWARDS FOR FISCAL YEAR
(FY) 2005 COMPETITION FOR THE EARLY CHILDHOOD
EDUCATOR PROFESSIONAL DEVELOPMENT PROGRAM**

4000-01-U

DEPARTMENT OF EDUCATION

Office of Elementary and Secondary Education

Overview Information

Early Childhood Educator Professional Development Program

Notice inviting applications for new awards for fiscal year
(FY) 2005.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.349A

Dates:

Applications Available: February 7, 2005.

Deadline for Transmittal of Applications: April 22, 2005.

Deadline for Intergovernmental Review: June 21, 2005.

Eligible Applicants: A partnership consisting of at least one
entity from each of the following categories, as indicated
below:

(i) One or more institutions of higher education, or other
public or private entities (including faith-based
organizations), that provide professional development for early
childhood educators who work with children from low-income
families in high-need communities.

(ii) One or more public agencies (including local educational agencies, State educational agencies, State human services agencies, and State and local agencies administering programs under the Child Care and Development Block Grant Act of 1990), Head Start agencies, or private organizations (including faith-based organizations).

(iii) If feasible, an entity with demonstrated experience in providing training to educators in early childhood education programs concerning identifying and preventing behavior problems or working with children identified as or suspected to be victims of abuse. This entity may be one of the partners described in paragraphs (i) and (ii) under Eligible Applicants.

A partnership may apply for these funds only if one of the partners currently provides professional development for early childhood educators working in programs located in high-need communities with children from low-income families.

Estimated Available Funds: \$14,695,000.

Estimated Range of Awards: \$2,500,000 - \$5,000,000.

Estimated Average Size of Awards: \$3,750,000.

Estimated Number of Awards: 3 - 6 awards.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 36 months.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of the Early Childhood Educator Professional Development (ECEPD) program is to enhance the school readiness of young children, particularly disadvantaged young children, and to prevent them from encountering difficulties once they enter school, by improving the knowledge and skills of early childhood educators who work in communities that have high concentrations of children living in poverty.

Projects funded under the ECEPD program provide high-quality, sustained, and intensive professional development for these early childhood educators in how to provide developmentally appropriate school-readiness services for preschool-age children that are based on the best available research on early childhood pedagogy and on child development and learning. For these grants, increased emphasis is being placed on the quality of program evaluations for the proposed projects.

The specific activities for which recipients may use grant funds are identified in the application package.

Priorities:

This competition includes one absolute priority and two invitational priorities that are explained in the following paragraphs. In accordance with 34 CFR 75.105(b)(2)(iv), the

absolute priority is from section 2151(e) (5) (A) of the Elementary and Secondary Education Act of 1965, as amended (ESEA), 20 U.S.C. 6651(e) (5) (A). The absolute priority and the two invitational priorities are as follows.

Absolute Priority: For FY 2005 this priority is an absolute priority. Under 34 CFR 75.105(c) (3) we consider only applications that meet this priority. This priority is:

High-Need Communities

The applicant partnership, if awarded a grant, shall use the grant funds to carry out activities that will improve the knowledge and skills of early childhood educators who are working in early childhood programs that are located in "high-need communities."

An eligible applicant must demonstrate in its application how it meets the statutory requirement in section 2151(e) (5) (A) of the ESEA by including relevant demographic and socioeconomic data about the "high-need community" in which the program is located, as indicated in the application package. (See section 2151(e) (3) (B) (i) of the ESEA.)

"High-need community," as defined in section 2151(e) (9) (B) of the ESEA, means—

(a) A political subdivision of a State, or a portion of a political subdivision of a State, in which at least 50 percent of the children are from low-income families; or

(b) A political subdivision of a State that is among the 10 percent of political subdivisions of the State having the greatest numbers of such children.

Note: The following additional terms used in or related to this absolute priority have statutory definitions that are included in the application package: "early childhood educator," "low-income family," and "professional development."

Under this competition we are particularly interested in applications that address the following two invitational priorities.

Invitational Priorities: For FY 2005, these priorities are invitational priorities. Under 34 CFR 75.105(c)(1), we do not give an application that meets these invitational priorities a competitive or absolute preference over other applications.

Invitational Priority 1 - Young Children with Limited English Proficiency, Disabilities, or Other Special Needs

The Secretary is especially interested in applications that focus on providing professional development for early childhood educators who work with young children (including infants or toddlers, as applicable) with: limited English proficiency; disabilities, as identified under Parts B or C of the Individuals with Disabilities Education Act; or other special needs.

Note: The following terms used in this invitational priority have statutory definitions that are included in the application package: "child with a disability," "infants and toddlers with disabilities," and "limited English proficient."

Invitational Priority 2 - Classroom Curricula and Teacher Professional Development

The Secretary also is especially interested in applications that focus on professional development for early childhood educators on the specific preschool curricula that are being used in their early childhood programs and that promote young children's school readiness in the areas of language and cognitive development and early reading and numeracy skills. The curricula should be based on scientifically based research, and have standardized training procedures and published curriculum materials to support implementation by the early childhood educators. The chosen curricula should include a scope and sequence of skills and content with concrete instructional goals that will promote early language, reading, and numeracy skills.

The need for rigorous preschool curricula is driven by the national focus on high-quality preschool experiences that prepare children for formal reading instruction in the elementary grades. The professional development in the ECEPD program provides opportunities for the program participants to

achieve greater understanding of the implementation of scientifically based curricula that focus on early language, reading, and numeracy skills of young children. Grantees should focus on assisting the early childhood educators to fully implement the selected curricula and measuring learning outcomes for the children taught by those educators.

Program Authority: 20 U.S.C. 6651(e).

Applicable Regulations: The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99, as applicable.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes. Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

II. Award Information

Type of Award: Discretionary grant.

Estimated Available Funds: \$14,695,000.

Estimated Range of Awards: \$2,500,000 - \$5,000,000.

Estimated Average Size of Awards: \$3,750,000.

Estimated Number of Awards: 3 - 6 awards.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 36 months.

III. Eligibility Information

1. Eligible Applicants: A partnership consisting of at least one entity from each of the following categories, as indicated below:

(i) One or more institutions of higher education, or other public or private entities (including faith-based organizations), that provide professional development for early childhood educators who work with children from low-income families in high-need communities.

(ii) One or more public agencies (including local educational agencies, State educational agencies, State human services agencies, and State and local agencies administering programs under the Child Care and Development Block Grant Act of 1990), Head Start agencies, or private organizations (including faith-based organizations).

(iii) If feasible, an entity with demonstrated experience in providing training to educators in early childhood education programs concerning identifying and preventing behavior problems or working with children identified as or suspected to be victims of abuse. This entity may be one of the partners described in paragraphs (i) and (ii) under Eligible Applicants.

A partnership may apply for these funds only if one of the partners currently provides professional development for early

childhood educators working in programs located in high-need communities with children from low-income families.

2. Cost Sharing or Matching: Each partnership that receives a grant under this program must provide (1) at least 50 percent of the total cost of the project for the entire grant period; and (2) at least 20 percent of the project cost for each year. The project may provide these funds from any source, other than this program, including other Federal sources. The partnership may satisfy these cost-sharing requirements by providing contributions in cash or in-kind, fairly evaluated, including plant, equipment, and services. Only allowable costs may be counted as part of the grantee's share. For example, any indirect costs over and above the allowable amount may not be counted toward a grantee's share. For additional information about indirect costs, see section IV. 5. of this notice.

IV. Application and Submission Information

1. Address to Request Application Package: You may obtain an application package via the Internet or from the Education Publications Center (ED Pubs). To obtain an application via the Internet, use the following web address:

<http://www.ed.gov/programs/eceducator/index.html> To obtain a copy from ED Pubs, write or call the following: Education Publications Center, P.O. Box 1398, Jessup, MD 20794-1398. Telephone (toll free): 1-877-433-7827. FAX: (301) 470-1244.

If you use a telecommunications device for the deaf (TDD), you may call (toll free): 1-877-576-7734.

If you request an application package from ED Pubs, be sure to identify this competition as follows: CFDA number 84.349A.

You may also contact ED Pubs at its Web site:

<http://www.ed.gov/pubs/edpubs.html> or you may contact ED Pubs at its e-mail address: edpubs@inet.ed.gov

If you request an application from ED Pubs, be sure to identify this competition as follows: CFDA number 84.349A.

Individuals with disabilities may obtain a copy of the application package in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) following the instructions in section VII of this notice.

2. Content and Form of Application Submission: Requirements concerning the content of the application, together with the forms you must submit, are in the application package for this competition.

Page Limits: The application narrative for this program (Part III of the application) is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. You must limit Part III of the application to the equivalent of no more than 30 typed pages. Part IV of the application is where you, the applicant, provide a budget narrative that reviewers use to evaluate your application. You

must limit the budget narrative in Part IV of the application to the equivalent of no more than 5 typed pages. For all page limits, use the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application and budget narratives, including titles, headings, footnotes, quotations, references, and captions. Text in tables, charts, or graphs, and the limited Appendices, may be single spaced.
- Use a font that is either 12-point or larger or no smaller than 10 pitch (characters per inch). You may use other point fonts for any tables, charts, graphs, and the limited Appendices, but those tables, charts, graphs and limited Appendices should be in a font size that is easily readable by the reviewers of your application.
- Any tables, charts, or graphs are included in the overall narrative page limit. The limited Appendices, including the partnership agreement required as a group agreement under 34 CFR 75.128, are not part of these page limits.
- Appendices are limited to the following: required partnership agreement; and curriculum vitae of key personnel (including key contract personnel and consultants).

- Other application materials are limited to the specific materials indicated in the application package, and may not include any video or other non-print materials.

Our reviewers will not read any pages of your application that--

- Exceed the page limits if you apply these standards; or
- Exceed the equivalent of the page limits if you apply other standards.

3. Submission Dates and Times.

Applications Available: February 7, 2005.

Deadline for Transmittal of Applications: April 22, 2005.

Applications for grants under this program [competition] may be submitted electronically using the Electronic Grant Application System (e-Application) accessible through the Department's e-Grants system, or in paper format by mail or hand delivery. For information (including dates and times) about how to submit your application electronically, or by mail or hand delivery, please refer to section IV. 6. Other Submission Requirements in this notice.

We do not consider an application that does not comply with the deadline requirements.

Deadline for Intergovernmental Review: June 21, 2005.

4. Intergovernmental Review: This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this program.

5. Funding Restrictions:

(a) Indirect Costs. For purposes of indirect cost charges, the Secretary considers all ECEPD program grants to be "educational training grants" within the meaning of section 75.562(a) of EDGAR. Consistent with 34 CFR 75.562, the indirect cost rate for any fiscal agent other than a State agency or agency of local government (such as a local educational agency) is limited to a maximum of eight percent or the amount permitted by the fiscal agent's negotiated indirect cost rate agreement, whichever is less. Further information about indirect cost rates, and on how to apply for a negotiated indirect cost rate for fiscal agents that do not yet have one, is available at the following website:

<http://www.ed.gov/about/offices/list/ocfo/intro.html?exp=0>

(b) Pre-award Costs: For FY 2005 the Secretary exercises her authority under sections 75.263 and 74.25(e)(1) of EDGAR to approve pre-award costs incurred by recipients of these grants more than 90 calendar days before the grant award. Specifically, the Secretary approves necessary and reasonable

pre-award costs incurred by these grant recipients for up to 90 days before the application deadline date. These pre-award costs must be related to the needs assessment that applicants conduct under section 2151(e)(3)(B)(iii) of the ESEA before submitting their applications, to determine the most critical professional development needs of the early childhood educators to be served by the project and in the broader community.

Applicants incur any pre-award costs at their own risk. The Secretary is under no obligation to reimburse these costs if for any reason the applicant does not receive an award or if the award is less than anticipated and inadequate to cover these costs.

We reference additional regulations outlining funding restrictions in the Applicable Regulations section of this notice.

6. Other Submission Requirements.

Applications for grants under this program [competition] may be submitted electronically or in paper format by mail or hand delivery.

a. Electronic Submission of Applications.

If you choose to submit your application to us electronically, you must use e-Application available through the Department's e-Grants system, accessible through the e-Grants portal page at: <http://e-grants.ed.gov>

While completing your electronic application, you will be entering data online that will be saved into a database. You may not e-mail an electronic copy of a grant application to us.

Please note the following:

- Your participation in e-Application is voluntary.
- You must complete the electronic submission of your grant application by 4:30 p.m., Washington, DC time, on the application deadline date. The e-Application system not accept an application for this program [competition] after 4:30 p.m., Washington, DC time, on the application deadline date. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the application process.
- The regular hours of operation of the e-Grants Web site are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until midnight Saturday, Washington, DC time. Please note that the system is unavailable on Sundays, and between 7:00 p.m. on Wednesdays and 6:00 a.m. on Thursdays, Washington, DC time, for maintenance. Any modifications to these hours are posted on the e-Grants Web site.
- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you submit your application in paper format.

- You must submit all documents electronically, including the Application for Federal Education Assistance (ED 424), Budget Information--Non-Construction Programs (ED 524) , and all necessary assurances and certifications.

- Any narrative sections of your application should be attached as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format.

- Your electronic application must comply with any page limit requirements described in this notice.

- Prior to submitting your electronic application, you may wish to print a copy of it for your records.

- After you electronically submit your application, you will receive an automatic acknowledgement that will include a PR/Award number (an identifying number unique to your application).

- Within three working days after submitting your electronic application, fax a signed copy of the ED 424 to the Application Control Center after following these steps:

- (1) Print ED 424 from e-Application.

- (2) The applicant's Authorizing Representative must sign this form.

- (3) Place the PR/Award number in the upper right hand corner of the hard-copy signature page of the ED 424 .

(4) Fax the signed ED 424 to the Application Control Center at (202) 245-6272.

- We may request that you provide us original signatures on other forms at a later date.

Application Deadline Date Extension in Case of System

Unavailability: If you are prevented from electronically submitting your application on the application deadline date because the e-Application system is unavailable, we will grant you an extension of one business day in order to transmit your application electronically, by mail, or by hand delivery. We will grant this extension if--

(1) You are a registered user of e-Application and you have initiated an electronic application for this competition; and

(2) (a) The e-Application system is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC time, on the application deadline date; or

(b) The e-Application system is unavailable for any period of time between 3:30 p.m. and 4:30 p.m., Washington, DC time, on the application deadline date.

We must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm our acknowledgement of any system unavailability, you may contact either (1) the person listed

elsewhere in this notice under For Further Information Contact (see VII. Agency Contact) or (2) the e-Grants help desk at 1-888-336-8930. If the system is down and therefore the application deadline is extended, an e-mail will be sent to all registered users who have initiated an e-Application.

Extensions referred to in this section apply only to the unavailability of the Department's e-Application system. If the e-Application system is available, and, for any reason, you are unable to submit your application electronically or you do not receive an automatic acknowledgement of your submission, you may submit your application in paper format by mail or hand delivery in accordance with the instructions in this notice.

b. Submission of Paper Applications by Mail.

If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of your application, on or before the application deadline date, to the Department at the applicable following address:

By mail through the U.S. Postal Service:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.349A)
400 Maryland Avenue, SW.
Washington, DC 20202-4260

or

By mail through a commercial carrier:

U.S. Department of Education
Application Control Center - Stop 4260
Attention: (CFDA Number 84.349A)
7100 Old Landover Road
Landover, MD 20785-1506

Regardless of which address you use, you must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service postmark,
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service,
- (3) A dated shipping label, invoice, or receipt from a commercial carrier, or
- (4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark, or
- (2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

c. Submission of Paper Applications by Hand Delivery.

If you submit your application in paper format by hand delivery, you (or a courier service) must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.349A)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department:

(1) You must indicate on the envelope and – if not provided by the Department – in Item 4 of the ED 424 the CFDA number – and suffix letter, if any – of the competition under which you are submitting your application.

(2) The Application Control Center will mail a grant application receipt acknowledgment to you. If you do not receive the grant application receipt acknowledgment within 15 business days from the application deadline date, you should

call the U.S. Department of Education Application Control Center at (202) 245-6288.

VI. Award Administration Information

1. Award Notices: If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notice (GAN). We may also notify you informally.

If your application is not evaluated or not selected for funding, we notify you.

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the application package and reference these and other requirements in the Applicable Regulations section of this notice.

We reference the regulations outlining the terms and conditions of an award in the Applicable Regulations section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. Reporting: At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as specified by the Secretary in 34 CFR 75.118. ECEPD program grantees also are required by section

2151(e)(6)(B) of the ESEA to report annually to the Secretary on the partnership's progress toward attaining the achievement indicators referenced in section VI. 4. Performance Measures in this notice. For specific requirements on grantee reporting, please go to

<http://www.ed.gov/fund/grant/apply/appforms/appforms.html>

4. Performance Measures: For FY 2005, grants under this program will be governed by the achievement indicators that the Secretary published in the Federal Register on March 31, 2003 (68 FR 15646-15648). These achievement indicators are included in the application package.

VII. Agency Contact

For Further Information Contact: Rosemary Fennell, U.S.

Department of Education, 400 Maryland Avenue SW., room 3C-100, Washington, DC 20202-6132. Telephone: (202) 260-0792, or by e-mail: ecprofdev@ed.gov

If you use a telecommunications device for the deaf (TDD), you may call the Federal Relay Service (FRS) at 1-800-877-8339.

Individuals with disabilities may obtain this document in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) on request to the program contact person listed in this section.

VIII. Other Information

Electronic Access to This Document: You may view this document, as well as all other documents of this Department published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at the following site:

www.ed.gov/news/fedregister

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at: www.gpoaccess.gov/nara/index.html

Dated:

Raymond Simon,
Assistant Secretary
for Elementary and Secondary
Education.

RELEVANT STATUTORY AND REGULATORY PROVISIONS

AUTHORIZING STATUTE

Section 2151(e) of the Elementary and Secondary Education Act (ESEA), 20 U.S.C. 6651(e), as added by the No Child Left Behind Act, Public Law 107-110

(e) EARLY CHILDHOOD EDUCATOR PROFESSIONAL DEVELOPMENT-

(1) **PURPOSE-** The purpose of this subsection is to enhance the school readiness of young children, particularly disadvantaged young children, and to prevent young children from encountering difficulties once the children enter school, by improving the knowledge and skills of early childhood educators who work in communities that have high concentrations of children living in poverty.

(2) PROGRAM AUTHORIZED-

(A) **GRANTS TO PARTNERSHIPS-** The Secretary is authorized to carry out the purpose of this subsection by awarding grants, on a competitive basis, to partnerships consisting of —

(i)(I) one or more institutions of higher education that provide professional development for early childhood educators who work with children from low-income families in high-need communities; or

(II) another public or private entity that provides such professional development;

(ii) one or more public agencies (including local educational agencies, State educational agencies, State human services agencies, and State and local agencies administering programs under the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.), Head Start agencies, or private organizations; and

(iii) to the extent feasible, an entity with demonstrated experience in providing training to educators in early childhood education programs concerning identifying and preventing behavior problems or working with children identified as or suspected to be victims of abuse.

(B) DURATION AND NUMBER OF GRANTS-

(i) **DURATION-** The Secretary shall award grants under this subsection for periods of not more than 4 years.

(ii) **NUMBER-** No partnership may receive more than one grant under this subsection.

(3) APPLICATIONS-

(A) APPLICATIONS REQUIRED- Any partnership that desires to receive a grant under this subsection shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(B) CONTENTS- Each such application shall include —

(i) a description of the high-need community to be served by the project proposed to be carried out through the grant, including such demographic and socioeconomic information as the Secretary may request;

(ii) information on the quality of the early childhood educator professional development program currently conducted (as of the date of the submission of the application) by the institution of higher education or another provider in the partnership;

(iii) the results of a needs assessment that the entities in the partnership have undertaken to determine the most critical professional development needs of the early childhood educators to be served by the partnership and in the broader community, and a description of how the proposed project will address those needs;

(iv) a description of how the proposed project will be carried out, including a description of —

(I) how individuals will be selected to participate;

(II) the types of professional development activities, based on scientifically based research, that will be carried out;

(III) how research on effective professional development and on adult learning will be used to design and deliver project activities;

(IV) how the project will be coordinated with and build on, and will not supplant or duplicate, early childhood education professional development activities in the high-need community;

(V) how the project will train early childhood educators to provide developmentally appropriate school-readiness services that are based on the best available research on early childhood pedagogy and child development and learning domains;

(VI) how the project will train early childhood educators to meet the diverse educational needs of children in the community, including children who have limited English proficiency, children with disabilities, or children with other special needs; and

(VII) how the project will train early childhood educators in identifying and preventing behavioral problems in children or working with children identified as or suspected to be victims of abuse;

(v) a description of —

(I) the specific objectives that the partnership will seek to attain through the project, and the methods that the partnership will use to measure progress toward attainment of those objectives; and

(II) how the objectives and the measurement methods align with the achievement indicators established by the Secretary under paragraph (6)(A);

(vi) a description of the partnership's plan for continuing the activities carried out under the project after Federal funding ceases;

(vii) an assurance that, where applicable, the project will provide appropriate professional development to volunteers working directly with young children, as well as to paid staff; and

(viii) an assurance that, in developing the application and in carrying out the project, the partnership has consulted with, and will consult with, relevant agencies, early childhood educator organizations, and early childhood providers that are not members of the partnership.

(4) SELECTION OF GRANT RECIPIENTS-

(A) CRITERIA- The Secretary shall select partnerships to receive grants under this subsection on the basis of the degree to which the communities proposed to be served require assistance and the quality of the applications submitted under paragraph (3).

(B) GEOGRAPHIC DISTRIBUTION- In selecting partnerships to receive grants under this subsection, the Secretary shall seek to ensure that communities in different regions of the Nation, as well as both urban and rural communities, are served.

(5) USES OF FUNDS-

(A) IN GENERAL- Each partnership receiving a grant under this subsection shall use the grant funds to carry out activities that will improve the knowledge and skills of early childhood educators who are working in early childhood programs that are located in high-need communities and serve concentrations of children from low-income families.

(B) ALLOWABLE ACTIVITIES- Such activities may include--

(i) professional development for early childhood educators, particularly to familiarize those educators with the application of recent research on child, language, and literacy development and on early childhood pedagogy;

(ii) professional development for early childhood educators in working with parents, so that the educators and parents can work together to provide and support developmentally appropriate school-readiness services that are based on scientifically based research on early childhood pedagogy and child development and learning domains;

(iii) professional development for early childhood educators to work with children who have limited English proficiency, children with disabilities, and children with other special needs;

(iv) professional development to train early childhood educators in identifying and preventing behavioral problems in children or working with children identified as or suspected to be victims of abuse;

(v) activities that assist and support early childhood educators during their first 3 years in the field;

(vi) development and implementation of early childhood educator professional development programs that make use of distance learning and other technologies;

(vii) professional development activities related to the selection and use of screening and diagnostic assessments to improve teaching and learning; and

(viii) data collection, evaluation, and reporting needed to meet the requirements of paragraph (6) relating to accountability.

(6) ACCOUNTABILITY-

(A) ACHIEVEMENT INDICATORS- On the date on which the Secretary first issues a notice soliciting applications for grants under this subsection, the Secretary shall announce achievement indicators for this subsection, which shall be designed--

(i) to measure the quality and accessibility of the professional development provided;

(ii) to measure the impact of that professional development on the early childhood education provided by the individuals who receive the professional development; and

(iii) to provide such other measures of program impact as the Secretary determines to be appropriate.

(B) ANNUAL REPORTS; TERMINATION-

(i) ANNUAL REPORTS- Each partnership receiving a grant under this subsection shall report annually to the Secretary on the partnership's progress toward attaining the achievement indicators.

(ii) TERMINATION- The Secretary may terminate a grant under this subsection at any time if the Secretary determines that the partnership receiving the grant is not making satisfactory progress toward attaining the achievement indicators.

(7) COST-SHARING-

(A) IN GENERAL- Each partnership carrying out a project through a grant awarded under this subsection shall provide, from sources other than the program carried out under this subsection, which may include Federal sources--

(i) at least 50 percent of the total cost of the project for the grant period; and

(ii) at least 20 percent of the project cost for each year.

(B) ACCEPTABLE CONTRIBUTIONS- A partnership may meet the requirements of subparagraph (A) by providing contributions in cash or in kind, fairly evaluated, including plant, equipment, and services.

(C) WAIVERS- The Secretary may waive or modify the requirements of subparagraph (A) for partnerships in cases of demonstrated financial hardship.

(8) FEDERAL COORDINATION- The Secretary and the Secretary of Health and Human Services shall coordinate activities carried out through programs under this subsection with activities carried out through other early childhood programs administered by the Secretary or the Secretary of Health and Human Services.

(9) DEFINITIONS- In this subsection:

(A) EARLY CHILDHOOD EDUCATOR- The term 'early childhood educator' means a person providing, or employed by a provider of, nonresidential child care services (including center-based, family-based, and in-home child care services) that is legally operating under State law, and that complies with applicable State and local

requirements for the provision of child care services to children at any age from birth through the age at which a child may start kindergarten in that State.

(B) HIGH-NEED COMMUNITY-

(i) **IN GENERAL-** The term 'high-need community' means--

(I) a political subdivision of a State, or a portion of a political subdivision of a State, in which at least 50 percent of the children are from low-income families; or

(II) a political subdivision of a State that is among the 10 percent of political subdivisions of the State having the greatest numbers of such children.

(ii) **DETERMINATION-** In determining which communities are described in clause (i), the Secretary shall use such data as the Secretary determines are most accurate and appropriate.

(C) LOW-INCOME FAMILY- The term 'low-income family' means a family with an income below the poverty line for the most recent fiscal year for which satisfactory data are available.

OTHER RELEVANT STATUTORY and REGULATORY DEFINITIONS

The following statutory and regulatory definitions also are applicable to this notice and grant competition:

- **CHILD WITH A DISABILITY —**

`(A) **IN GENERAL-** The term 'child with a disability' means a child--

`(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as 'emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and

`(ii) who, by reason thereof, needs special education and related services.

`(B) **CHILD AGED 3 THROUGH 9-** The term 'child with a disability' for a child aged 3 through 9 (or any subset of that age range, including ages 3 through 5), may, at the discretion of the State and the local educational agency, include a child--

`(i) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in 1 or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or adaptive development; and

`(ii) who, by reason thereof, needs special education and related services.

(Section 602(3), Individuals with Disabilities Education Act, as amended by Public Law 108-446 (amended definition effective July 1, 2005).)

- **INFANTS OR TODDLER WITH A DISABILITY –**

The term 'infant or toddler with a disability'—

'(A) means an individual under 3 years of age who needs early intervention services because the individual--

'(i) is experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures in 1 or more of the areas of cognitive development, physical development, communication development, social or emotional development, and adaptive development; or

'(ii) has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay; and

'(B) may also include, at a State's discretion--

'(i) at-risk infants and toddlers; and

'(ii) children with disabilities who are eligible for services under section 619 and who previously received services under this part until such children enter, or are eligible under State law to enter, kindergarten or elementary school, as appropriate, provided that any programs under this part serving such children shall include--

'(I) an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills; and

'(II) a written notification to parents of their rights and responsibilities in determining whether their child will continue to receive services under this part or participate in preschool programs under section 619.

(Section 632(5), Individuals with Disabilities Education Act, as amended by Public Law 108-446 (amended definition effective July 1, 2005).)

- **LIMITED ENGLISH PROFICIENT.--**The term 'limited English proficient', when used with respect to an individual, means an individual--

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual--

(i) the ability to meet the State's proficient level of achievement on state assessments described in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

(Section 9101(25) of the ESEA; 20 U.S.C. 7801(25))

- **POVERTY LINE—**

The term “poverty line” means the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act) applicable to a family of the size involved. (Section 9101(33) of the ESEA, 20 U.S.C. 7801(5).)

- **PROFESSIONAL DEVELOPMENT—**

The term “professional development” —

(A) includes activities that —

(i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;

(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

(iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;

(iv) improve classroom management skills;

(v)(I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and

(II) are not 1-day or short-term workshops or conferences;

(vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

(vii) advance teacher understanding of effective instructional strategies that are —

(I) based on scientifically based research; and

(II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

(viii) are aligned with and directly related to —

(I) State academic content standards, student academic achievement standards, and assessments; and

(II) the curricula and programs tied to the standards described in subclause (I);

(ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under the ESEA;

(x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xiii) provide instruction in methods of teaching children with special needs;

(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and

(xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

(i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

(ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I of the ESEA) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

(iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom. (Section 9101(34) of the ESEA, 20 U.S.C. 7801(5).)

The Secretary encourages applicants to review **Section D** of the document “[Improving Teacher Quality, State Grants, Title II, Part A, Non-Regulatory Guidance](http://www.ed.gov/programs/teacherqual/guidance.doc),” located on the web at <http://www.ed.gov/programs/teacherqual/guidance.doc>, which has information about this term and the components of effective teacher professional development programs.

- SCIENTIFICALLY BASED RESEARCH

The term “scientifically based research”—

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) includes research that—

(i) employs systematic, empirical methods that draw on observation or experiment;

(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

(v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication, or, at a minimum, offer the opportunity to build systematically on their findings; and

(vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. (Section 9101(37) of the ESEA, 20 U.S.C. 7801(5).)

Section C:

APPLICATION INFORMATION AND PROCEDURES

Application Background
Achievement Indicators
Application Deadline
Application Instructions And Procedures
Absolute Priority
Invitational Priorities
Selection Criteria

APPLICATION BACKGROUND

Program Purpose

The purpose of the Early Childhood Educator Professional Development program, authorized by section 2151(e) of the ESEA as added by the No Child Left Behind Act, Public Law 107-110, is to enhance the school readiness of young children, particularly disadvantaged young children, and to prevent them from encountering difficulties once they enter school, by improving the knowledge and skills of educators who are working in early childhood programs that are **located** in high-need communities and serve concentrations of children from low-income families. For these grants, increased emphasis is being placed on the quality of program evaluations for the proposed projects.

Projects funded under the Early Childhood Educator Professional Development program provide a small but significant base of high-quality, intensive, replicable, professional development programs for early childhood educators. These programs are based upon the best available research on effective adult professional development approaches, and on early childhood pedagogy and child development and learning domains, including early language and literacy development. In FY 2005, applicants can propose a **project period of up to three (3) years**.

Funded projects will be expected to use rigorous methodologies to measure progress toward attaining project objectives. Applicants must meet statutory accountability requirements, which require them to align their objectives and measurement methods with the final achievement indicators established by the Secretary, and to report annually to the Secretary on their progress toward attaining those achievement indicators.

The project period of three years will begin after grant awards are made, which is expected to be in summer, 2005.

Relevant Statutory and Regulatory Definitions

See “Relevant Statutory and Regulatory Provisions” in section B of this application package.

Applicable Regulations

The following provisions of the Education Department General Administrative Regulations (EDGAR) contained in Title 34 of the Code of Federal Regulations (CFR) apply to these Early Childhood Educator Professional Development Program grants: 34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99, as applicable. These regulations are available on the Department’s website at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>. *NOTE:* Part 74 applies primarily to Institutions of Higher Education (IHEs) and non-profit organizations, and Part 80 (covering similar subjects) applies to State and local governments and Indian tribes and tribal organizations. State and locally funded IHEs are governed by Part 74.

Applicant Eligibility

Eligible applicants for Early Childhood Educator Professional Development grants are partnerships of one or more entities from each of the following categories, as indicated below:

- (i) One or more institutions of higher education, or public or private entities (including faith-based organizations), that provide professional development for early childhood educators who work with children from low-income families in high-need communities; and
- (ii) One or more public agencies (including local educational agencies, State educational agencies, State human services agencies, and State and local agencies administering programs under the Child Care and Development Block Grant Act of 1990), Head Start agencies, or private organizations (including faith-based organizations); and
- (iii) If feasible, an entity with demonstrated experience in providing training to educators in early childhood education programs concerning identifying and preventing behavior problems or working with children identified as or suspected to be victims of abuse. This entity may be one of the partners described above, if appropriate.

Achievement Indicators

Applicants must align their program objectives and measurement methods with these achievement indicators, and, if awarded funding, report annually to the Secretary on their progress toward attaining them.

In accordance with the timeline included in the approved application:

Indicator 1: Projects will offer an increasing number of hours of high-quality professional development to early childhood educators. High-quality professional development is ongoing, intensive, classroom-focused, and based on scientific research on early childhood cognitive and social development, including the age-appropriate development of oral language, phonological awareness, print awareness, alphabet knowledge, and numeracy skills, and on effective pedagogy for young children. High-quality professional development also includes instruction in the effective administration of age-appropriate assessments of young children and the use of assessment results.

Indicator 2: Early childhood educators who work in early childhood programs serving low-income children will participate in greater numbers, and in increasing numbers of hours, in high-quality professional development.

Indicator 3: Early childhood educators will demonstrate increased knowledge and understanding of effective strategies to support school readiness based on scientific research on cognitive and social development in early childhood and effective pedagogy for young children, and in the effective administration of age-appropriate assessments of young children and the use of assessment results.

Indicator 4: Early childhood educators will more frequently apply research-based approaches in early childhood pedagogy and child development and learning domains, including using a content-rich curriculum and activities that promote the age-appropriate development of

oral language, age-appropriate social and emotional behavior, phonological awareness, print awareness, alphabet knowledge, and numeracy skills. Early childhood educators also will more frequently participate in the effective administration of age-appropriate assessments of young children and the use of assessment results.

Indicator 5: Children will demonstrate improved readiness for school, especially in the areas of appropriate social and emotional behavior and early language, literacy, and numeracy skills.

Demonstrating the effectiveness of professional development requires changes in the behavior of educators that can be related directly to improvements in achievement of children.

Consequently, these five indicators are integrally related to each other and to outcomes both for educators and children. For example, increasing the number of hours of professional development for early childhood educators should be related to increased *knowledge* of sound instructional practices, not just hours of course work (Indicators 1 and 3). The intervention should also attempt to get greater participation in professional development (Indicator 2). This *new* knowledge should be implemented in a way that is faithful to the professional development (Indicator 4) and should result in improved outcomes for children (Indicator 5). Appropriate evaluations need to address the indicators and the relationships among them. In addition, the Secretary may terminate a grant at any time if the Secretary determines that the applicant partnership is not making satisfactory progress toward attaining those achievement indicators.

Allowable Program Activities

Each partnership receiving a grant must use the grant funds to carry out activities that will improve the knowledge and skills of early childhood educators who are working in early childhood programs that are located in high-need communities and serve concentrations of children from low-income families.

The statute provides that grantees may use grant funds for activities such as the following—

(i) professional development for early childhood educators, particularly to familiarize those educators with the application of recent research on child, language, and literacy development and on early childhood pedagogy;

(ii) professional development for early childhood educators in working with parents, so that the educators and parents can work together to provide and support developmentally appropriate school-readiness services that are based on scientifically based research on early childhood pedagogy and child development and learning domains;

(iii) professional development for early childhood educators to work with children who have limited English proficiency, children with disabilities, and children with other special needs;

(iv) professional development to train early childhood educators in identifying and preventing behavioral problems in children or working with children identified as or suspected to be victims of abuse;

(v) activities that assist and support early childhood educators during their first 3 years in the field;

(vi) development and implementation of early childhood educator professional development programs that make use of distance learning and other technologies;

(vii) professional development activities related to the selection and use of screening and diagnostic assessments to improve teaching and learning; and
(viii) data collection, evaluation, and reporting needed to meet the accountability requirements in the statute and described above under “Achievement Indicators.”

APPLICATION DEADLINE

Applications for Early Childhood Educator Professional Development program grants may be submitted electronically or in paper format by mail or hand delivery. The deadline for transmittal of grant applications for this program is April 22, 2005. **All mailed applications must be postmarked on or before April 22, 2005. Hand-delivered applications (including those by a courier service or commercial carrier) must be received by the Department’s Application Control Center by 4:30 p.m. Washington, DC time, on or before April 22, 2005. The e-application package becomes unavailable to apply for and to submit at 4:30 PM Washington DC time on April 22, 2005. The Department will strictly observe this date and time.** For further details, see Section D, “Transmittal Instructions and Checklist,” later in this application package.

APPLICATION INSTRUCTIONS AND PROCEDURES

Applicants that submit their application in paper format must submit one original (signed) paper application and two paper copies of all the materials listed below under “Application Order.” Although not required, it will facilitate the application review process if applicants include two additional copies of their application, for a total of one original and four copies. Please verify that all required materials are included in your application before submission by using the Application Checklist in Section D of this application package. Please use the Absolute Priority Form in Section E of this application package to provide information about the qualification of your early childhood programs under the Absolute Priority. Applicants who chose to submit their application electronically must submit these required materials using the electronic application process explained more specifically in Section D. If you are submitting an electronic application through e-Applications, please complete and submit the Absolute Priority Form (2 pages) as indicated on the e-Application web site instructions.

Peer reviewers will evaluate applications from eligible partnerships that meet the Absolute Priority on the selection criteria set forth below. In accordance with the statute, the Secretary will select partnerships for grant awards on the basis of the degree to which the participants to be served require assistance, and on the quality of the applications. In addition, the Secretary will seek to ensure that communities in different regions of the nation, as well as both urban and rural communities, are served by these grants. The Department will make award determinations based on the procedures in section 75.217 of EDGAR (34 CFR 75.217), including taking into consideration the rank ordering of the applications following peer review and other relevant information.

Application Order

Every application must contain the information specified below organized into the following parts:

PART I: APPLICATION FOR FEDERAL EDUCATION ASSISTANCE (STANDARD FORM 424 IN SECTION E OF THIS APPLICATION PACKAGE) AND PRELIMINARY DOCUMENTS

Page Limit: Standard Form 424; title page; table of contents

Form 424 is the standard application cover page on which applicants provide basic identifying information. Specific instructions for completion are located on the back of the form. If you are submitting an electronic application, specific instructions for completion are located on the Application Package page under the Documents and Instructions heading. Please carefully review those instructions and complete all relevant portions of the form, including the “Estimated Funding” information in Item 14 for the total budget period (3 year project period) for both Federal request and cost-sharing amounts. **NOTE: The total amount of estimated Federal funding and the applicant’s cost share match for the 3 year period should be entered in Item 14.**

For Item 4, applicants should clearly and accurately indicate 84.349A as the CFDA number of this program. If this information is incorrect, your application may be assigned and reviewed under a different program.

If you are applying as a partner on more than one application for this competition, you must submit a separate application for each project.

The title page and table of contents should *follow* Form 424, in that specific order.

PART II: PROJECT ABSTRACT

Page limit: One-page, double-spaced and typed; applicant’s name at the top of the page.

The abstract should include the following information:

- ☐ Entities comprising the applicant partnership;
- ☐ Background of the proposed project;
- ☐ The project’s goals and purposes;
- ☐ Number of participant early childhood educators to be served;
- ☐ Number of participant children to be served;
- ☐ Federal funding request and the proposed cost-share amount; and
- ☐ Any special features about how the program would operate.

PART III: PROGRAM NARRATIVE

Page limit: 30 double-spaced, single-sided typed pages (see additional information in the application notice in Section B of this package); applicant's name at the top of each page.

This part of your application requires a narrative that explains the proposed project, and how it meets and addresses the selection criteria used by peer reviewers to evaluate the proposal. A panel of reviewers will rate each application on how well the application responds to the selection criteria listed below in this section. Applications may receive a maximum of 100 total points on the selection criteria.

In the program narrative, follow the order of the selection criteria listed on pages C-18 – C-22 below, or cross-reference the selection criteria so that reviewers can easily find where the proposal addresses each criterion. Describe in detail the specific activities planned for each year of the three-year funding (project) period. Additionally, make sure the narrative responds to the Notice to All Applicants (Section 427 of GEPA), located in Section E of this application package.

Required Program Narrative Content

- ❑ Applicants should generally describe the high-need communities in which the early childhood programs are located for which the proposed project will provide services to the early childhood educators. These are the communities that the applicant will list on the Absolute Priority Form found in Section E of the application package.
- ❑ Group Application Requirements: In the application narrative, applicants should clearly identify the members of the partnership, and explain how each member qualifies under at least one of the eligibility criteria above. A Partnership Agreement must be included in the Appendices (see “Part V, Appendices” below). The Secretary considers the applicant partnership to be a “group application,” which is governed by the requirements and procedures in sections 75.127 – 75.129 of EDGAR (34 CFR 75.127 – 75.129). These provisions require the members of a group applying for grant funds (the partnership, in this case) either to designate one member of the group to apply for the grant, or establish a separate, eligible legal entity to apply for the grant.
- ❑ Information on the quality of the professional development program currently conducted by the institution of higher education or another provider in the applicant partnership;
- ❑ The results of a needs assessment that the entities in the partnership have undertaken to determine the most critical professional development needs of the early childhood educators who the partnership will serve and of the broader community, and a description of how the proposed project will address those needs. **There is no specific format for conducting the needs assessment and presenting the results.**
- ❑ A description of how the proposed project will operate, including a description of —
 - How the applicant will select individual participants;
 - What types of professional development activities, based on scientifically

- based research, the applicant will carry out;
- How the applicant will use research on effective professional development and on adult learning to design and deliver project activities;
 - How the project will be coordinated with and build on, and will not supplant or duplicate, early childhood education professional development activities in the high-need community;
 - How the project will train early childhood educators to provide developmentally appropriate school-readiness services that are based on the best available research on early childhood pedagogy and child development and learning domains (including developing early language and literacy skills);
 - The specific objectives that the partnership will seek to attain through the project, and the methods that the partnership will use to measure progress toward attainment of those objectives;
 - How the project will train early childhood educators to meet the diverse educational needs of children in the community, including children who have limited English proficiency, children with disabilities, or children with other special needs;
 - How the project would train early childhood educators in identifying and preventing behavioral problems in children or working with children identified as or suspected to be victims of abuse; and
 - How the objectives and the measurement methods align with the final achievement indicators established by the Secretary for these FY 2005 grants.

PART IV: BUDGET AND BUDGET NARRATIVE

Page limit: Budget Form 524 Sections A and B; narrative of five double-spaced, single-sided, typed pages (this is in addition to the pages allowed for the application narrative, and meets the requirement of ED Form 524, Section C) (see additional information in the application notice in Section B of this package); applicant's name and the page number at the top of each page.

Applicants must complete and attach to their applications a proposed budget, using ED Form 524 (Sections A and B), which is in Section E of this application package, and also is available at <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>. Peer reviewers will review the budget and budget narrative, and take them into consideration under relevant selection criteria.

Please be sure to total accurately all lines of the budget forms.

In the budget narrative, identify the general nature and amounts of proposed expenditures within budget categories and provide a brief justification of how you would spend funds within each budget category. Include enough detail to enable reviewers and project staff to understand what the funds will be used for, how much will be expended, and the relationship between expended funds and project activities and outcomes. Applicants need not be in the estimated range of award amounts as printed in the *Notice Inviting Applications* in the *Federal Register*. While funding requests can be for any amount, applicants are reminded that request amounts must be justified in the budget narrative.

TIP: The “estimated funding” information in Item 14 of the standard cover page (Standard Form 424) should be identical to the amounts for the total cost of the project as stated on the budget forms. ED Form 524 A and B.

Cost-sharing: Each partnership carrying out an Early Childhood Educator Professional Development Program must provide a cost share of: at least 50 percent of the total cost of the project for the entire grant period; and at least 20 percent of the project cost for each year. The “total cost of the project” is the amount of Federal funds requested under this grant plus the amount of the cost-share:

$$\text{Federal request} + \text{Cost-share} = \text{Total Cost of the Project}$$

Because 50% of the project costs are contributed from Federal Early Childhood Educator Professional Development program, there is a resulting ***dollar for dollar match*** by the grantee to these Federal funds. The project may provide this cost-share from any source other than funds under this program, including other Federal funds: the term “non-Federal funds” as stated on Form 524, Section B means any funds not awarded under the Early Childhood Educator Professional Development program. **Therefore other Federal funds are allowable in the cost-share amount.** The partnership may provide the project cost-share through contributions of cash or in-kind, fairly evaluated, including plant, equipment, and services, but may only use allowable costs.

Please note that funds for this program, either Federal or cost-share, cannot be used for construction. See EDGAR, 34 CFR 75.533. However, funds may be used for “minor remodeling,” which does not involve any structural alterations.

TIP: For information about how to place a value on any in-kind contributions, please refer to the following sections of EDGAR: section 74.23, for fiscal agents that are institutions of higher education or non-profit organizations; or section 80.24, for fiscal agents that are State or local government entities or Indian tribes or tribal organizations.

Indirect Costs: When completing the indirect cost budget category (line 10) on budget Form 524, Sections A and B, applicants should note that the permissible indirect cost rate is limited. For the purposes of indirect cost charges, the Secretary considers all Early Childhood Educator Professional Development program grants to be educational training grants within the meaning of section 75.562(a) of EDGAR (34 CFR 75.562(a)). Therefore, for all fiscal agents except State agencies or agencies of local governments (such as local educational agencies), a recipient’s indirect cost rate is limited to the maximum of eight percent (8%) or the amount permitted by its negotiated indirect cost rate agreement, whichever is less, of the modified total direct cost base (as applied to both the Federal funds and the cost-share). A modified total direct cost base is defined in section 75.562(b) of EDGAR (34 CFR 75.562(b) as total direct costs less stipends, tuition, and related fees, and capital expenditures of \$5,000 or more.

Applicants may not claim toward the cost-share the difference, if any, between this allowable amount and their actual indirect cost rate if higher than that amount.

TIP: Further information about indirect cost rates, or how to obtain one if the entity that will be the fiscal agent for the grant does not currently have a negotiated indirect cost rate, is available at:
<http://www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html>.

Pre-award Costs: The Department's regulations authorize grant recipients to incur allowable pre-award costs up to 90 calendar days before the date of the grant award (sections 75.263 and 74.25(e)(1) of EDGAR, 34 CFR 75.263 and 74.25(e)(1)). Pre-award costs, in this case, may include the necessary and reasonable costs of the needs assessment that applicants must conduct before submitting their applications, to determine the most critical professional development needs of the early childhood educators to be served by the project and in the broader community. For these grants, the Secretary has extended the period for grant recipients to charge pre-award costs related to the needs assessment to up to 90 days before the application deadline.

Applicants incur any pre-award costs at their own risk. That is, the Secretary is under no obligation to reimburse these costs if for any reason the applicant does not receive an award or if the award is less than anticipated and inadequate to cover these costs. Applicants should include any pre-award costs that they wish to claim if they receive a grant award (including from Federal funds under the grant, or as part of the project's matching or cost share) under the applicable line item on the budget form, ED Form 524, Sections A and B, and identify in their budget narrative the amount and nature of those pre-award costs and when they were incurred.

Items to remember when preparing the budget:

- * The "total cost of the project" is the amount of Federal funds under this grant plus the amount of the cost-share.
- * The cost-share requirement is a dollar for dollar match of Federal funds under this grant to cost-share funds provided by the applicant.
- * For this program, "non-federal funds" as stated in the heading on ED Form 524, Section B can include Federal funds other than Early Childhood Educator Professional Development program funds.
- * For all applicants other than State and local governments, the indirect cost rate is limited to 8% or the negotiated indirect cost rate of the applicant submitting the application for the partnership, whichever is less, of the total modified direct cost (Federal request + cost share) of the project. Institutions of Higher Education (IHEs) are not considered to be State or local governments.
- * Applicants may not claim toward the cost-share the difference, if any, between the allowable indirect cost amount and the actual indirect cost rate if higher than that amount. However, if an applicant is not claiming the full allowable indirect cost rate to the Federal funds, the applicant may include as part of its cost-share the difference in amount between the percentage it is claiming and the allowable amount.
- * Public IHEs are not considered to be a government agency. Therefore, public IHEs must adhere to EDGAR provisions for IHEs (Part 74), not State and local agencies provisions (Part 80).
- * Neither Federal funds nor cost-share may be used for construction. However, funds may be used for "minor remodeling," which does not involve any structural alterations.
- * Applicants need not be in the estimated range of awards as printed in the *Notice Inviting Applications* in the *Federal Register*. While funding requests can be for any amount, applicants are reminded that request amounts must be justified in the budget narrative.
- * Place the total (three-year) project cost (Federal request and cost-share amounts) in Item 14 on Form 424.

- * In FY 2005, applicants can propose a project period of up to three (3) years.

Grant Writing Resource

You may find the following resource helpful in preparing your application:

- “Grantmaking at ED (August 2004)” at the following website:
<http://www.ed.gov/fund/grant/about/grantmaking/index.html>.

PART V: APPENDICES

Page limit: no page limits on the two allowable materials described here.

Applicants may only include in a separate appendix the two supplemental materials detailed below. All other material that is submitted, including non-print materials (such as videotapes and CDs) or letters of support will not be considered by peer reviewers. The appendix may only include:

The Required Partnership Agreement: The Partnership Agreement is an agreement among the entities that are eligible under the statute to apply as partners for these funds, and must: (1) detail the activities that each member of the group plans to perform; and (2) bind each member of the group to every statement and assurance made in the application by the applicant designated to apply on behalf of the group (or the separate legal entity that the partners have formed to apply for the grant). There is no specific format this Partnership Agreement. Copies and faxes of the Partnership Agreement with separate members’ signatures *can* be submitted with the application. Peer reviewers will review the information in the Partnership Agreement and take it into consideration under relevant selection criteria.

Curriculum vitae: Applicants may submit the curriculum vitae of key personnel for the proposed project, including key contact personnel and consultants. Peer reviewers will review this information and take it into consideration under relevant selection criteria.

PART VI: ABSOLUTE PRIORITY FORM, ASSURANCES AND CERTIFICATIONS

Page limit: Forms included in Section E of the application package.

Be certain to include the Absolute Priority Form, and all required and applicable assurances and certifications, and sign each form in the appropriate place. If you are submitting an electronic application, please complete and submit the Absolute Priority Form as indicated on the e-Application web site instructions. In addition, please complete the required assurance and certification forms. Signatures on the assurance and certification forms will be requested at the time a grant award is made. The forms, assurances and certifications, included in this application package under Section E, are as follows:

- Absolute Priority Form

- Program-Specific Assurances for the Early Childhood Educator Professional Development Program.
- Standard Assurances for Non-Construction Programs (SF 424B).
- Certifications Regarding Lobbying (ED Form 80-0013).
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions and Instructions (ED Form 80-0014). (NOTE: Do not transmit this form to the Department; ED 80-0014 is intended for the use of grantees.)

ADDITIONAL INFORMATION

Page and Formatting Standards:

Reviewers will not evaluate any sections of the application that:

- Exceed the page limits identified above for each section, even if the formatting standards detailed below are used, or
- Exceed the equivalent of the page limits if other formatting standards are applied.

If not submitting an electronic application, please submit the original signed application (and two copies) in a format that will ensure that the application stays intact (e.g., using staples or binder clips), and that no pages are lost during the handling and review processes (for example, no rubber bands or paper clips).

The following page and formatting standards apply for the application narrative and separate budget narrative:

- A page is 8.5” x 11”, on one side only, with 1” margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, quotations, references, and captions.
- Use a font that is either 12-point or larger or no smaller than 10-pitch (characters per inch).

You may use other point fonts and spacing for any tables, charts or graphs. However, space used for tables, charts or graphs are included in the page limits in each of the narrative and budget sections.

TIP: Applications generally will be easier for reviewers to understand if the body of the proposal is placed in the program narrative, and any tables, charts, or graphs are used to elaborate on or provide data supporting that narrative. To make sure that there is sufficient space to explain the proposal, the Secretary recommends that tables, charts, or graphs comprise no more than 15 percent of each applicant’s narrative.

ABSOLUTE PRIORITY

In order to be considered for funding for FY 2005, an applicant must meet the following absolute priority. Under section 75.105(c)(3) of EDGAR (34 CFR 75.105(c)(3)), the Secretary funds only eligible applicant partnerships that meet the following absolute priority:

High-Need Communities

The applicant partnership, if awarded a grant, shall use the grant funds to carry out activities that will improve the knowledge and skills of early childhood educators who are working in early childhood programs that are located in “high-need communities.”

To qualify under this absolute priority, an applicant must demonstrate on the Absolute Priority Form found in Section E of this application package how it meets this absolute priority, which is based on the statutory requirement in section 2151(e)(5)(A) of the ESEA.

Applicants will identify on the Absolute Priority Form the program sites in which the early childhood educators work who will receive the professional development under the grant, and provide information on the form demonstrating how those sites qualify under the Absolute Priority. That information includes providing citations for the relevant demographic and socioeconomic data supporting the qualification of each of those early childhood program sites under the Absolute Priority. Grant funds may not be used to train early childhood educators who work in locations other than those that qualify under the Absolute Priority.

Please note that this absolute priority pertains to the level of poverty of the children in the community in which the proposed program sites to be served *are located*, *NOT* the level of poverty of the children in the *programs* to be served. In other words, although the level of need *in* each early childhood program is relevant with respect to the selection criteria, the absolute priority is about the *location* of the program.

If possible, applicants should use U.S. Census data to support this description. As indicated in the following examples, *if satisfactory U.S. Census data are unavailable*, applicants may use other reasonable poverty data, such as Free and Reduced Price School Lunch data or school attendance area.



Under 34 CFR 75.105(c)(3), the Secretary will fund under this competition only applicants that meet this absolute priority.

Absolute Priority (continued)

The term “high-need community” means—

(a) A political subdivision of a State, or a portion of a political subdivision of a State, in which at least 50 percent of the children are from low-income families; or

(b) A political subdivision of a State that is among the 10 percent of political subdivisions of the State having the greatest numbers of those children.

(Section 2151(e)(9)(B) of the ESEA.)

The term “low-income family” means a family with an income below the poverty line for the most recent fiscal year for which satisfactory data are available.

(Section 2151(e)(9)(C) of the ESEA.)

Examples of political subdivisions and portions of political subdivisions for the purposes of an Early Childhood Educator Professional Development grant application:

- A subdivision designated by State law that has elected representatives, such as a city, county, township, or school district. A zip code is not a political subdivision, although one or more zip codes may be assigned to a political subdivision. Similarly, a voting district generally would not be a political subdivision, although a voting district may correspond to a political subdivision.
- A “portion” of a political subdivision is anything that is within a larger political subdivision. For example, a particular neighborhood or a school attendance area could be a portion of a political subdivision of a school district, city, or county.

Examples of a “high-need community” that meets this absolute priority:

- Political subdivision: The partnership proposes to serve early childhood educators who work in early childhood programs located in Mayfair and Greenway Counties. According to the 2000 U.S. Census, Mayfair County has 60% of its children from low-income families (below the poverty line), and Greenland County has 76% of its children from low-income families.
- Political subdivision: The partnership proposes to serve early childhood educators who work in early childhood programs located in Center City. According to the 2000 US Census, Center City, (a political subdivision), has the second highest percent of children from low-income families in all of the State’s 100 cities. Therefore, Center City is among the top 10% of cities in the State in the percent of children from low-income families.
- Political subdivision: The partnership proposes to serve early childhood educators who work in early childhood programs located in the Red House School District, (a political subdivision as defined by its school attendance area), located in Mayfair and Greenway Counties. According to District-level data, 75% of children in the Red House School District receive Free or Reduced Price Lunch.
- Portion of political subdivision: The partnership proposes to serve early childhood educators who work in the Busy Bee preschool located in the school attendance area of the Red House Elementary School. According to school-level data, the Red House Elementary School (a portion of the political subdivision that is the overall school district), has 75% of its students receiving Free or Reduced Price Lunch.

INVITATIONAL PRIORITIES

The Secretary is particularly interested in applications for the Early Childhood Educator Professional Development (ECEPD) Program that address the following two (2) invitational priorities for FY 2005.

The two (2) priorities are:

1. Young Children with Limited English Proficiency, Disabilities, or Other Special Needs

The Secretary is particularly interested in receiving applications that focus on providing professional development for early childhood educators who work with young children (including infants or toddlers, as applicable) with: limited English proficiency; disabilities, as identified under Parts B or C of the Individuals with Disabilities Education Act; or other special needs.

2. Classroom Curricula and Teacher Professional Development

The Secretary also is especially interested in applications that focus on professional development for early childhood educators on the specific preschool curricula that are being used in their early childhood programs and that promote young children's school readiness in the areas of language and cognitive development and early reading and numeracy skills. The curricula should be based on scientifically based research, and have standardized training procedures and published curriculum materials to support implementation by the early childhood educators. The chosen curricula should include a scope and sequence of skills and content with concrete instructional goals that will promote early language, reading, and numeracy skills.

The need for rigorous preschool curricula is driven by the national focus on high-quality preschool experiences that prepare children for formal reading instruction in the elementary grades. The professional development in the ECEPD program provides opportunities for the program participants to achieve greater understanding of the implementation of scientifically based curricula that focus on early language, reading, and numeracy skills of young children. Grantees should focus on assisting the early childhood educators to fully implement the selected curricula and measuring learning outcomes for the children taught by those educators.



Under section 75.105(c)(1) of EDGAR (34 CFR 75.105(c)(1)), an application that meets these invitational priorities receives no additional points or other preference in the competition.

<p>The terms “child with a disability,” “early childhood educators,” “infants and toddlers with disabilities,” “limited English proficient,” and “professional development” have the meanings indicated under “Relevant Statutory and Regulatory Definitions” in Section B of this application package.</p>
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SELECTION CRITERIA

The Secretary will use the following selection criteria in section 75.210 of EDGAR (34 CFR 75.210) to evaluate applications under this competition. The maximum score for all of these selection criteria is 100 points. The maximum score for each criterion is indicated in parenthesis with the criterion. The criteria, and the factors within each criterion, are as follows:

(a) Need for project (up to 10 points).

- (1) The Secretary considers the need for the proposed project.
- (2) In determining the need for the proposed project, the Secretary considers the following factor:
 - (i) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

(NOTE: The statute requires the grant funds to be used for activities that will improve the knowledge and skills of early childhood educators who are working in early childhood programs that serve concentrations of children from low-income families.

Applicants may address this selection criterion and factor in any way that they choose. However, the Secretary believes that high-quality applications likely will provide specific data showing that each of the early childhood programs, in which the early childhood educators work who would receive the professional development under the project, serves a concentration of children from low-income families (e.g., at least 50% or more of the children in each program are from low-income families as indicated by U.S. Census data, or at least 75% or more of the children in each program are from low-income families as indicated by Free and Reduced Price Lunch data).

(b) Significance (up to 10 points).

- (1) The Secretary considers the significance of the proposed project.
- (2) In determining the significance of the proposed project, the Secretary considers the following factors:
 - (i) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(NOTE: The statute requires every applicant to describe the specific objectives that the partnership will seek to attain through the project, and the methods that the partnership will use to measure progress toward attaining those objectives.)

- (ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

(NOTE: The statute requires applicants to meet a number of requirements relevant to building local capacity. Specifically, applicants must:

1. *Enter into a partnership to apply for and implement the grant (as evidenced by the Partnership Agreement and detailed in the application narrative);*
2. *Provide an assurance that, in developing the application and in carrying out the project, the partnership has consulted with, and will consult with, relevant agencies, early childhood educator organizations, and early childhood providers that are not members of the partnership; and*
3. *Describe how the project will be coordinated with and build on, and will not supplant or duplicate, early childhood education professional development activities in the high-need communities being served.)*

(c) Quality of the project design (up to 20 points).

- (1) The Secretary considers the quality of the design of the proposed project.
- (2) In determining the quality of the design of the proposed project, the Secretary considers the following factors:

- (i) The extent to which the proposed activities constitute a coherent, sustained program of training in the field.

(NOTE: The statute requires every applicant to describe how the proposed project will be carried out, including: the types of professional development activities, based on scientifically based research, that will be carried out; and how research on effective professional development and on adult learning will be used to design and deliver project activities. The statute requires every applicant to provide an assurance that, where applicable, the project will provide appropriate professional development to volunteers working directly with young children, as well as to paid staff.

Applicants may address this selection criterion and factor in any way that they choose. However, the Secretary believes that high-quality applications likely will explain specifically how they will provide a professional development program that includes the components of effective teacher professional development programs listed under the statutory definition of “professional development” set forth under “Relevant Statutory Provisions” in Section B of this application package, such as activities that are high-quality, sustained, and intensive, in order to have a positive and lasting impact on teacher instruction and performance; and activities that will advance teacher understanding of effective instructional strategies that are based on scientifically based research.)

- (ii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

(NOTE: The statute requires every applicant to describe how the project will be carried out, including: how the project will train early childhood educators to provide developmentally appropriate school-readiness services that are based on the best

available research on early childhood pedagogy and child development and learning domains.

Applicants may address this selection criterion and factor in any way that they choose. However, the Secretary anticipates that high-quality applications likely will explain specifically what research on early childhood pedagogy and child development and learning domains (including the development of early language and literacy skills) the project activities are based on and what those professional development activities will be. That is, the Secretary anticipates that high-quality applications will not merely repeat or reiterate the wording of the selection criteria, but will describe how the criteria are met with regard to the particular project being proposed.)

(d) Quality of project services (up to 10 points).

(1) The Secretary considers the quality of the services to be provided by the proposed project.

(2) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.

*(NOTE: With respect to the intended beneficiaries who are the **early childhood educators**, the statute requires every applicant to describe: (1) what are the most critical professional development needs of the early childhood educators to be served by the partnership and in the broader community, as determined by the results of the needs assessment undertaken by the applicant partnership; and (2) how the proposed project will address those needs.*

*With respect to the intended beneficiaries who are the **preschool-age children**, the statute requires every applicant to describe how the project will train early childhood educators to meet the diverse educational needs of children in the community, including children who have limited English proficiency, children with disabilities, or children with other special needs, and how it will train early childhood educators in identifying and preventing behavioral problems in children or working with children identified as or suspected to be victims of abuse.)*

(ii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(NOTE: The statute requires each applicant to include information on the quality of the early childhood educator professional development program currently conducted (as of the date of the submission of the application) by one or more of the partners in the

applicant partnership. The statute also requires applicants to describe how the proposed project will be carried out, including how the individuals will be selected to participate.

Applicants may address this selection criterion and factor in any way that they choose. However, the Secretary anticipates that high-quality applications likely will propose a professional development program to be supported with these grant funds that will be large enough in scope to serve a significant number of early childhood educators working in programs that are located in areas that qualify under the Absolute Priority, but that will be sufficiently limited in size to enable the applicant to provide high-quality professional development that is of sufficient intensity and duration to ensure improvements in the practices, including instruction and teaching performance, among educators receiving those services. High-quality applications likely will explain specifically how many early childhood educators the project plans to serve, what the intensity and duration of the professional development will be for each educator (e.g. how many hours of training, coaching and mentoring per educator, and over what period of time) and how many eligible early childhood programs the applicant anticipates will be directly enhanced by improvements in practice among educators receiving the professional development services.)

(e) Quality of project personnel (up to 10 points).

(1) The Secretary considers the quality of the personnel who will carry out the proposed project.

(2) In determining the quality of project, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have been traditionally underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The qualifications, including relevant training and experience, of key project personnel.

(ii) The qualifications, including relevant training and experience, of project consultants or subcontractors.

(f) Quality of the management plan (up to 10 points).

(1) The Secretary considers the quality of the management plan for the proposed project.

(2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(NOTE: Applicants may address this criterion and factor in any way that they choose. However, the Secretary anticipates that high-quality applications likely will include high-

quality management plans for project implementation that specifically describe: the activities each partner will be responsible for performing; the person responsible for those activities; and the approximate timeline within the project period of when those activities will be accomplished.)

(ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(g) Quality of the project evaluation (up to 25 points).

(1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

(NOTE: The statute requires every applicant to describe the methods that the partnership will use to measure progress toward attainment of the project's objectives; and how the project objectives and measurement methods align with the achievement indicators established by the Secretary for these grants (set forth in Section B of this application package). Furthermore, the statute requires each partnership receiving a grant under this competition to report annually to the Secretary on the partnership's progress toward attaining the achievement indicators established by the Secretary.

Applicants may address this criterion and factor in any way that they choose. However, the Secretary anticipates that high-quality applications likely will include evaluations that use rigorous methodologies with assessments that are reliable and valid for the purposes intended, and that those methodologies and assessments will be consistent and aligned with the project's objectives.)

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment or progress toward achieving intended outcomes.

(h) Adequacy of Resources (up to 5 points).

(1) The Secretary considers the adequacy of resources for the proposed project.

(2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(ii) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

(NOTE: The statute requires every applicant to describe in its application the partnership's plan for continuing the activities carried out under the project after Federal funding ceases.)

Section D:

TRANSMITTAL INSTRUCTIONS AND CHECKLIST

Application Transmittal Instructions
Application Checklist

APPLICATION TRANSMITTAL INSTRUCTIONS

You may submit your application for an Early Childhood Educator Professional Development program grant electronically using the Electronic Grant Application System (e-Application) accessible through the Department's e-Grants system, or in paper format by mail or hand delivery. Applicants must transmit their application electronically, or transmit the original and two copies of the application to the Department's Application Control Center, on or before **April 22, 2005**. The Department will strictly observe this transmittance date.

If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:

I. Applications Submitted Electronically

If you submit your application to us electronically, you must use e-Application available through the Department's e-Grants system, accessible through the e-Grants portal page at: <http://e-grants.ed.gov>.

While completing your electronic application, you will be entering data online that will be saved into a database. You may not e-mail an electronic copy of a grant application to us.

Please note the following:

- Your participation in e-Application is voluntary.
- You must complete the electronic submission of your grant application by 4:30 p.m., Washington, DC time, on the application deadline date. The e-Application system will not accept an application for this program after 4:30 p.m., Washington, DC time, on the application deadline date. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the application process.
- The regular hours of operation of the e-Grants Web site are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until midnight Saturday, Washington, DC time. Please note that the system is unavailable on Sundays, and between 7:00 p.m. on Wednesdays and 6:00 a.m. on Thursdays, Washington, DC time, for maintenance. Any modifications to these hours are posted on the e-Grants Web site.
- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you submit your application in paper format.
- You must submit all documents electronically, including the Application for Federal Education Assistance (ED 424), Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications.

- Your electronic application must comply with any page limit requirements described in the *Federal Register* notice found in Section B of this application package.

- Prior to submitting your electronic application, you may wish to print a copy of it for your records.

- After you electronically submit your application, you will receive an automatic acknowledgement that will include a PR/Award number (an identifying number unique to your application).

- Within three working days after submitting your electronic application, fax a signed copy of the ED 424 to the Application Control Center after following these steps:

1. Print ED 424 from e-Application.
2. The applicant's Authorizing Representative must sign this form.
3. Place the PR/Award number in the upper right hand corner of the hard-copy signature page of the ED 424.
4. Fax the signed ED 424 to the Application Control Center at (202) 245-6272.

- We may request that you provide us original signatures on other forms at a later date.

Application Deadline Date Extension in Case of System Unavailability: If you are prevented from electronically submitting your application on the application deadline date because the e-Application system is unavailable, we will grant you an extension of one business day in order to transmit your application electronically, by mail, or by hand delivery. We will grant this extension if--

1. You are a registered user of e-Application and you have initiated an electronic application for this competition; and
2. (a) The e-Application system is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC time, on the application deadline date; or
(b) The e-Application system is unavailable for any period of time between 3:30 p.m. and 4:30 p.m., Washington, DC time, on the application deadline date.

We must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm our acknowledgement of any system unavailability, you may contact either (1) the person listed in the *Federal Register* notice (included in Section B of this application package) under For Further Information Contact (see VII. Agency Contact) or (2) the e-Grants help desk at 1-888-336-8930. If the system is down and therefore the application deadline is extended, an email will be sent to all registered users who have initiated an e-Application.

Extensions referred to in this section apply only to the unavailability of the Department's e-Application system. If the e-Application system is available, and, for any reason, you are unable to submit your application electronically or you do not receive an automatic acknowledgement of your submission, you may submit your application in paper format by mail or hand delivery in accordance with the instructions in the *Federal Register* notice included in Section B of this application package.

II. Applications Submitted by Mail

If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must send the original and two copies of your application, on or before the application deadline date, to the Department at the applicable following address:

By mail through the U.S. Postal Service:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.349A)
400 Maryland Avenue, SW.
Washington, DC 20202-4260

or

By mail through a commercial carrier:

U.S. Department of Education
Application Control Center – Stop 4260
Attention: (CFDA Number 84.349A)
7100 Old Landover Road
Landover, MD 20785-1506

You must show proof of mailing consisting of one of the following:

1. A legibly dated U.S. Postal Service postmark;
2. A legible mail receipt with the date of mailing stamped by the U.S. Postal Service;
3. A dated shipping label, invoice, or receipt from a commercial carrier; or
4. Any other proof of mailing acceptable to the U.S. Secretary of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

1. A private metered postmark, or
2. A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: Applicants should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

III. Applications Delivered by Hand:

If you submit your application in paper format by hand delivery, you (or a courier service) must hand deliver the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.349A)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30 p.m., Washington, DC time, except Saturdays, Sundays and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department:

1. You must indicate on the envelope and — if not provided by the Department — in Item 4 of the ED 424 the CFDA number – and suffix letter, if any – of the competition under which you are submitting your application.

2. The Application Control Center will mail a Grant Application Receipt Acknowledgment to you. If you do not receive the notification of application receipt within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

2005 ECEPD APPLICATION CHECKLIST

Provide one original and two copies of the materials in the following order if you are not submitting an electronic application. If you are submitting an electronic application, please see Section D for instructions:

Part I: Application for Federal Education Assistance (Standard Form 424) and Preliminary Documents

- ☐ ED 424 Form, Application for Federal Assistance, CFDA No. 84.349A (Cover Sheet) (in Section E of this application package)
- ☐ Title Page
- ☐ Table of Contents

Part II: Project Abstract

- ☐ Abstract briefly describing proposed project (one-page, double-spaced, not numbered, applicant's name at the top of the page). See p. C-6 for recommended contents.

Part III: Program Narrative

- ☐ Application Narrative (the equivalent of no more than 30 pages, double-spaced, 12 point font) addressing the Absolute Priority (pp. C-14 – C-16), the selection criteria (pp. C-18 – C-22), and including the Response to Notice to All Applicants (Section 427, GEPA) (included in Section E of this application package).

Part IV: Budget and Budget Narrative

- ☐ ED 524 Form Sections A and B (in Section E of this application package). The following columns should be completed in Sections A and B:
 - Amounts for each relevant line in column (a), **“Project Year 1,”** including the total cost amounts in lines 9 and 12.
 - Amounts for each relevant line in column (b) **“Project Year 2,”** including the total cost amounts in lines 9 and 12.
 - Amounts for each relevant line in column (c) **“Project Year 3,”** including the total cost amounts in lines 9 and 12.
 - Amounts for each relevant line in column (f) **“Total,”** including the total cost amounts in lines 9 and 12.
- ☐ Budget Narrative (Explanation of proposed costs in narrative form in addition to the ED Form 524 Sections A and B, the equivalent of no more than five double-spaced pages in 12 point font). The budget narrative meets the requirements of Form 524 Section C.

Part V: Appendices (limited to the following)

- ☐ Partnership Agreement (**required**)
- ☐ Curriculum vitae of key personnel (including key contract personnel and consultants)

Part VI: Absolute Priority Form and Assurances and Certifications (in Section E of this application package) **(required)**

- ❑ Absolute Priority Form (2 pages)
- ❑ Program-Specific Assurances for the Early Childhood Educator Professional Development Program
- ❑ SF 424B Form – Assurance – Non-construction Programs
- ❑ ED 80-0013 Form – Certifications Regarding Lobbying
- ❑ ED 80-0014 Form - Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tiered Covered Transactions

Please check to make sure that you have done the following:

- ❑ FOR APPLICANTS SUBMITTING THEIR APPLICATION IN HARD COPY, THE APPLICATION FOR FEDERAL ASSISTANCE ED FORM 424 (CFDA No. 84.349A) HAS BEEN SIGNED AND DATED BY AN AUTHORIZED OFFICIAL AND YOU HAVE INCLUDED THE SIGNED ORIGINAL WITH YOUR SUBMISSION. APPLICANTS SUBMITTING THEIR APPLICATION ELECTRONICALLY MUST FAX A SIGNED ED FORM 424 TO THE APPLICATION CONTROL CENTER AT (202) 260-1349, IN ACCORDANCE WITH THE INFORMATION AND TIME PERIODS SPECIFIED IN THE NOTICE INVITING APPLICATIONS INCLUDED IN SECTION B OF THIS APPLICATION PACKAGE.
- ❑ THE ESTIMATED FUNDING INFORMATION ON ED FORM 424 (APPLICATION FOR FEDERAL ASSISTANCE FACE SHEET), ITEM 14 (A-G), IS FOR THE TOTAL PROJECT PERIOD OF 3 YEARS.
- ❑ Applicants submitting an application in hard copy have included one original and two copies of the complete application, including required budget materials, a Partnership Agreement, the Absolute Priority Form (2 pages) and signed assurances and certifications. Applicants submitting their applications electronically have completed all sections of the electronic application, including the budget materials, have attached a Partnership Agreement, the Absolute Priority Form (2 pages), and have completed all required information on the assurances and certifications except the signatures (you will be required to submit those at a later date if selected for funding).

Section E:

APPLICATION FORMS, NOTICES, AND OTHER IMPORTANT INFORMATION

Application for Federal Education Assistance (SF 424), Instructions, and Attachment
Budget Information—Non-Construction Programs (ED Form 524, Sections A, B, and C) and
Instructions

Absolute Priority Form

Assurances and Certifications:

- Program-Specific Assurances for the Early Childhood Educator Professional
Development Program

- Standard Assurances for Non-Construction Programs (SF 424B)

- Certifications Regarding Lobbying (ED Form 80-0013)

- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—

- Lower Tier Covered Transactions and Instructions (ED Form 80-0014) (for applicant
information and use only — do not submit with application)

Notice to All Applicants (Section 427 of the General Education Provisions Act (GEPA))

Other Important Information:

- Executive Order 12372 (Intergovernmental Review of Federal Programs)

- Single State Point of Contact List

- Important Notice to Prospective Participants in U.S. Department of Education Grant and
Contract Programs

Survey on Ensuring Equal Opportunity for Applicants

Application for Federal Education Assistance (ED 424)



U.S. Department of Education
Form Approved OMB No. 1890-0017 Exp. 02/28/2005

Applicant Information Organizational Unit

1. Name and Address

Legal Name: _____

Address: _____

City _____

State _____

County _____

ZIP Code + 4 _____

2. Applicant's D-U-N-S Number | | | | | | | | | |

6. Novice Applicant ___ Yes ___ No

3. Applicant's T-I-N | | | - | | | | | | | |

7. Is the applicant delinquent on any Federal debt? ___ Yes ___ No
(If "Yes," attach an explanation.)

4. Catalog of Federal Domestic Assistance #: 84. | | | | | |

Title: _____

8. Type of Applicant (Enter appropriate letter in the box.) | | | |

A - State F - Independent School District
B - Local G - Public College or University
C - Special District H - Private, Non-profit College or University
D - Indian Tribe I - Non-profit Organization
E - Individual J - Private, Profit-Making Organization

5. Project Director: _____

Address: _____

K - Other (Specify): _____

City _____ State _____ Zip code + 4 _____

Tel. #: () _____ - _____ Fax #: () _____ - _____

E-Mail Address: _____

9. State Application Identifier _____

Application Information

10. Type of Submission:

-PreApplication -Application
___ Construction ___ Construction
___ Non-Construction ___ Non-Construction

11. Is application subject to review by Executive Order 12372 process?

___ Yes (Date made available to the Executive Order 12372
process for review): ____/____/____

___ No (If "No," check appropriate box below.)

___ Program is not covered by E.O. 12372.

___ Program has not been selected by State for review.

13. Are any research activities involving human subjects planned at any time during the proposed project period?

___ Yes (Go to 13a.) ___ No (Go to item 14.)

13a. Are all the research activities proposed designated to be exempt from the regulations?

___ Yes (Provide Exemption(s) #): _____

___ No (Provide Assurance #): _____

14. Descriptive Title of Applicant's Project:

12. Proposed Project Dates: ____/____/____

Start Date:

End Date:

Estimated Funding

15a. Federal \$ _____ . 00

b. Applicant \$ _____ . 00

c. State \$ _____ . 00

d. Local \$ _____ . 00

e. Other \$ _____ . 00

f. Program Income \$ _____ . 00

g. TOTAL \$ _____ . 00

Authorized Representative Information

16. To the best of my knowledge and belief, all data in this preapplication/application are true

and correct. The document has been duly authorized by the governing body of the applicant

and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (Please type or print name clearly.) _____

b. Title: _____

c. Tel. #: () _____ - _____ Fax #: () _____ - _____

d. E-Mail Address: _____

e. Signature of Authorized Representative _____

Date: ____/____/____

Instructions for Form ED 424

- 1. Legal Name and Address.** Enter the legal name of applicant and the name of the primary organizational unit which will undertake the assistance activity.
- 2. D-U-N-S Number.** Enter the applicant's D-U-N-S Number. If your organization does not have a D-U-N-S Number, you can obtain the number by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL: <http://www.dnb.com>.
- 3. Tax Identification Number.** Enter the taxpayer's identification number as assigned by the Internal Revenue Service.
- 4. Catalog of Federal Domestic Assistance (CFDA) Number.** Enter the CFDA number and title of the program under which assistance is requested. The CFDA number can be found in the federal register notice and the application package.
- 5. Project Director.** Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.
- 6. Novice Applicant.** Check "Yes" or "No" only if assistance is being requested under a program that gives special consideration to novice applicants. Otherwise, leave blank.

Check "Yes" if you meet the requirements for novice applicants specified in the regulations in 34 CFR 75.225 and included on the attached page entitled "Definitions for Form ED 424." By checking "Yes" the applicant certifies that it meets these novice applicant requirements. Check "No" if you do not meet the requirements for novice applicants.
- 7. Federal Debt Delinquency.** Check "Yes" if the applicant's organization is delinquent on any Federal debt. (This question refers to the applicant's organization and not to the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes.) Otherwise, check "No."
- 8. Type of Applicant.** Enter the appropriate letter in the box provided.
- 9. State Application Identifier.** State use only (if applicable).
- 10. Type of Submission.** See "Definitions for Form ED 424" attached.
- 11. Executive Order 12372.** See "Definitions for Form ED 424" attached. Check "Yes" if the application is subject to review by E.O. 12372. Also, please enter the month, day, and four (4) digit year (e.g., 12/12/2001). Otherwise, check "No."
- 12. Proposed Project Dates.** Please enter the month, day, and four (4) digit year (e.g., 12/12/2001).
- 13. Human Subjects Research.** (See I.A. "Definitions" in attached page entitled "Definitions for Form ED 424.")

If Not Human Subjects Research. Check "No" if research activities involving human subjects are not planned at any time during the proposed project period. The remaining parts of Item 13 are then not applicable.

If Human Subjects Research. Check "Yes" if research activities involving human subjects are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution. Check "Yes" even if the research is exempt from the regulations for the protection of human subjects. (See I.B. "Exemptions" in attached page entitled "Definitions for Form ED 424.")

13a. If Human Subjects Research is Exempt from the Human Subjects Regulations. Check "Yes" if all the research activities proposed are designated to be exempt from the regulations. Insert the exemption number(s) corresponding to one or more of the six exemption categories listed in I.B. "Exemptions." In addition, follow the instructions in II.A. "Exempt Research Narrative" in the attached page entitled "Definitions for Form ED 424." Insert this narrative immediately following the ED 424 face page.

13a. If Human Subjects Research is Not Exempt from Human Subjects Regulations. Check "No" if some or all of the planned research activities are covered (not exempt). In addition, follow the instructions in II.B. "Nonexempt Research Narrative" in the page entitled "Definitions for Form ED 424." Insert this narrative immediately following the ED 424 face page.

13a. Human Subjects Assurance Number. If the applicant has an approved Federal Wide (FWA) or Multiple Project Assurance (MPA) with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity, insert the number in the space provided. If the applicant does not have an approved assurance on file with OHRP, enter "None." In this case, the applicant, by signature on the face page, is declaring that it will comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended/selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

Note about Institutional Review Board Approval. ED does not require certification of Institutional Review Board approval with the application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated ED official will request that the applicant obtain and send the certification to ED within 30 days after the formal request.

14. Project Title. Enter a brief descriptive title of the project. If more than one program is involved, you should append an explanation on a separate sheet. If appropriate (e.g., construction or real property projects), attach a map showing project location. For preapplications, use a separate sheet to provide a summary description of this project.

14 Estimated Funding. Amount requested or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines as applicable. If the action will result in a dollar change to an existing award, indicate **only** the amount of the change. For decreases, enclose the amounts in parentheses. If both basic and supplemental amounts are included, show breakdown on an attached sheet. For multiple program funding, use totals and show breakdown using same categories as item 14.

15 Certification. To be signed by the authorized representative of the applicant. A copy of the governing body's authorization for you to sign this application as official representative must be on file in the applicant's

office. Be sure to enter the telephone and fax number and e-mail address of the authorized representative. Also, in item 16e, please enter the month, day, and four (4) digit year (e.g., 12/12/2001) in the date signed field.

Paperwork Burden Statement. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0017. The time required to complete this information collection is estimated to average between 15 and 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4700. **If you have comments or concerns regarding the status of your individual submission of this form write directly to:** Joyce I. Mays, Application Control Center, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4260.

Definitions for Form ED 424

Novice Applicant (See 34 CFR 75.225). For discretionary grant programs under which the Secretary gives special consideration to novice applications, a novice applicant means any applicant for a grant from ED that—

- Has never received a grant or subgrant under the program from which it seeks funding;
- Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the program from which it seeks funding; and
- Has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under the program. For the purposes of this requirement, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

In the case of a group application submitted in accordance with 34 CFR 75.127-75.129, a group includes only parties that meet the requirements listed above.

Type of Submission. “Construction” includes construction of new buildings and acquisition, expansion, remodeling, and alteration of existing buildings, and initial equipment of any such buildings, or any combination of such activities (including architects' fees and the cost of acquisition of land). “Construction” also includes remodeling to meet standards, remodeling designed to conserve energy, renovation or remodeling to accommodate new technologies, and the purchase of existing historic buildings for conversion to public libraries. For the purposes of this paragraph, the term “equipment” includes machinery, utilities, and built-in equipment and any necessary enclosures or structures to house them; and such term includes all other items necessary for the functioning of a particular facility as a facility for the provision of library services.

Executive Order 12372. The purpose of Executive Order 12372 is to foster an intergovernmental partnership and strengthen federalism by relying on State and local processes for the coordination and review of proposed Federal financial assistance and direct Federal development. The application notice, as published in the Federal Register, informs the applicant as to whether the program is subject to the requirements of E.O. 12372. In addition, the application package contains information on the State Single Point of Contact. An applicant is still eligible to apply for a grant or grants even if its respective State, Territory, Commonwealth, etc. does not have a State Single Point of Contact. For additional information on E.O. 12372 go to http://12.46.245.173/pls/portal30/catalog.REQ_FOR_12372.show

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

I. Definitions and Exemptions

A. Definitions.

A research activity involves human subjects if the activity is research, as defined in the Department's regulations, and the research activity will involve use of human subjects, as defined in the regulations.

—Research

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as “a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.” *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge it is research.* Activities which meet this definition constitute research whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities.

—Human Subject

The regulations define human subject as “a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information.” *(1) If an activity involves obtaining information about a living person by manipulating that person or that person's environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met. (2) If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met.* [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

B. Exemptions.

Research activities in which the **only** involvement of human subjects will be in one or more of the following six categories of **exemptions** are not covered by the regulations:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. *If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed.* [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives

If the applicant marked "Yes" for Item 13 on the ED 424, the applicant must provide a human subjects "exempt research" or

"nonexempt research" narrative and insert it immediately following the ED 424 face page.

A. Exempt Research Narrative.

If you marked "Yes" for item 13 a. and designated exemption numbers(s), provide the "exempt research" narrative. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by ED that the designated exemption(s) are appropriate. The narrative must be succinct.

B. Nonexempt Research Narrative.

If you marked "No" for item 13 a. you must provide the "nonexempt research" narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

(1) **Human Subjects Involvement and Characteristics:** Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable

(2) **Sources of Materials:** Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

(3) **Recruitment and Informed Consent:** Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.

(4) **Potential Risks:** Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

(5) **Protection Against Risk:** Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

(6) **Importance of the Knowledge to be Gained:** Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

(7) **Collaborating Site(s):** If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from the Grants Policy and Oversight Staff, Office of the Chief Financial Officer, U.S. Department of Education, Washington, D.C. 20202-4250, telephone: (202) 245-6120, and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site at <http://www.ed.gov/about/offices/list/ocfo/humansub.html>



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004
Expiration Date: 10-31-2007

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
----------------------------------	---

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No
- (2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)
Approving Federal agency: ☐ ED ☐ Other (please specify): _____
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
___ Is included in your approved Indirect Cost Rate Agreement? or ___ Complies with 34 CFR 76.564(c)(2)

Name of Institution/Organization		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						
SECTION C – BUDGET NARRATIVE (see instructions)						

Instructions for ED 524

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. Please consult with your Business Office prior to submitting this form.

Section A - Budget Summary U.S. Department of Education Funds

All applicants must complete Section A and provide a breakdown by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information:

If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. (1): Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government. (2): If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED or another Federal agency (Other) issued the approved agreement. If you check "Other," specify the name of the Federal agency that issued the approved agreement. (3): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary Non-Federal Funds

If you are required to provide or volunteer to provide matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

Section C - Budget Narrative [Attach separate sheet(s)] Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.
2. If applicable to this program, provide the rate and base on which fringe benefits are calculated.
3. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>. You may also contact (202) 708-7770 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

4. Provide other explanations or comments you deem necessary.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0004. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

ABSOLUTE PRIORITY FORM

The purpose of the Early Childhood Educator Professional Development Program (ECEPD) is to enhance the school readiness of young children, particularly disadvantaged young children, and to prevent young children from encountering difficulties once the children enter school, by improving the knowledge and skills of early childhood educators who work in communities that have high concentrations of children living in poverty. ***Consistent with section 75.105(c)(3) of EDGAR (34 CFR 75.105(c)(3)), an applicant for the ECEPD program must meet the absolute priority, which is that the applicant partnership, if awarded grant funds, shall use the grant funds to carry out activities that will improve the knowledge and skills of early childhood educators who are working in early childhood programs that are located in “high-need communities.”***

➤ The term “high-need community” means—

- (a) A political subdivision of a State, or a portion of a political subdivision of a State, in which at least 50 percent of the children are from low-income families; or
- (b) A political subdivision of a State that is among the 10 percent of political subdivisions of the State having the greatest numbers of those children. (Section 2151(e)(9)(B) of the ESEA.)

[**NOTE:** Please note that this absolute priority pertains NOT to the level of poverty of the children in the programs to be served, but rather, to the level of poverty in the communities (political subdivisions or portions of political subdivision) in which the early childhood education programs are located.]

* * * * *

Instructions: List below each early childhood education site in which the early childhood educators work who will receive professional development services and activities under this grant. Then complete one of the following forms for each site. Make as many copies of the forms as necessary. For further information, including information about the data source, please refer to the definitions of terms, and examples, on pp. C-14 – C-16 of this application package.

Names and addresses of early childhood education sites at which early childhood educators work who will receive professional development under the grant:

- (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - (5) _____
 - (6) _____
- (add more as necessary)

(FORM CONTINUED ON NEXT PAGE)

ABSOLUTE PRIORITY FORM (continued from previous page)

(Complete a separate form for each site. Make additional copies of form as necessary.)

<p>(A) <u>NAME</u> of early childhood education program site listed on first page of Absolute Priority Form</p>	<p>(B) <u>LOCALE</u> (political subdivision or portion of political subdivision) of preschool upon which eligibility under absolute priority is based</p>	<p>(C) <u>NAME OF LOCALE</u> listed in Column B</p>	<p>(D) <u>BASIS OF</u> <u>ELIGIBILITY UNDER</u> <u>ABSOLUTE</u> <u>PRIORITY</u> (Check appropriate box below.)</p>	<p>(E) <u>DATA SOURCE AND YEAR</u> (Census Data if possible; if unavailable, other reasonable poverty data such as Free and Reduced Price Lunch data for school attendance areas)</p>
	<p> <input type="checkbox"/> City <input type="checkbox"/> County <input type="checkbox"/> Township <input type="checkbox"/> School district <input type="checkbox"/> School attendance area <input type="checkbox"/> Other political subdivision (or portion of political subdivision): <hr/> <hr/> </p>		<p> <input type="checkbox"/> <u>% of children from</u> <u>low-income families</u> is 50% or greater in locale named in Column C. <input type="checkbox"/> Locale named in Column C is among the <u>top 10%</u> of those locales in the State having the greatest numbers of children from low-income families. </p>	

**PROGRAM-SPECIFIC ASSURANCES AND CERTIFICATION
FOR
EARLY CHILDHOOD EDUCATOR PROFESSIONAL DEVELOPMENT
PROGRAM GRANT APPLICATIONS FOR FISCAL YEAR 2005**

As the duly authorized representative of the applicant, I hereby assure and certify that:

- (1) Where applicable, the project if funded will provide appropriate professional development to volunteers working directly with young children, as well as to paid staff.
- (2) In developing the application the partnership has consulted with, and in carrying out the project if funded will continue to consult with, relevant agencies, early childhood educator organizations, and early childhood providers that are not members of the partnership.
- (3) The applicant entity is applying on behalf of a partnership that contains at least the following entities:
 - (i) One or more institutions of higher education, or public or private entities, that provide professional development for early childhood educators who work with children from low-income families in high-need communities; and
 - (ii) One or more public agencies (including local educational agencies, State educational agencies, State human services agencies, and State and local agencies administering programs under the Child Care and Development Block Grant Act of 1990), Head Start agencies, or private organizations; and
 - (iii) If feasible, an entity with demonstrated experience in providing training to educators in early childhood education programs concerning identifying and preventing behavior problems or working with children identified as or suspected to be victims of abuse. (This entity may be one of the partners described above, if appropriate.)

Name of Applicant:	
Printed Name and Title of Authorized Representative:	
Signature:	Date:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. . . 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. . . 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. . 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. . . 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) . . 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. . . 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. . 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. . . 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. . . 276a to 276a-7), the Copeland Act (40 U.S.C. . 276c and 18 U.S.C. . . 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. . . 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. . . 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. . . 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. . . 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. . 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. . . 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. . . 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. . . 4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, ☐ Audits of States, Local Governments, and Non-Profit Organizations. ☐
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE	
APPLICANT ORGANIZATION		DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

**Certification Regarding Debarment, Suspension, Ineligibility and
Voluntary Exclusion -- Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ☐ Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, ☐ without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0007**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4250.

Appendix
Intergovernmental Review of Federal Programs

This appendix applies to each program that is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79.

The objective of the Executive order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each of those States under the Executive order. A listing containing the Single Point of Contact for each State is included in this appendix.

In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, area-wide, regional, and local entities must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372--CFDA# [commenter must insert number--including suffix letter, if any], U.S. Department of Education, room 7W301, 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC time) on the date indicated in the actual application notice.

PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS.

This publication by the U.S. Department of Education is an unofficial version of the State Single Point of Contact (SPOC) List published by the Office of Management and Budget (OMB). This publication incorporates the most recent revisions made by OMB. The Department has made every effort to ensure the accuracy of the information contained in this unofficial version. However, the only official version of the State Single Point of Contact (SPOC) List is posted on the Grants Management section of the OMB web site <http://www.whitehouse.gov/omb/grants/spoc.html>. You may save a text version of this document at the aforementioned site. Please note it will be necessary to put a row of space between each state listing.

STATE SINGLE POINTS OF CONTACT (SPOCs)

It is estimated that in 2001, the Federal Government will outlay \$305.6 billion in grants to State and local governments. Executive Order 12372, "Intergovernmental Review of Federal Programs," was issued with the desire to foster the intergovernmental partnership and strengthen federalism by relying on State and local processes for the coordination and review of proposed Federal financial assistance and direct Federal development. The Order allows each State to designate an entity to perform this function. Below is the official list of those entities. For those States that have a home page for their designated entity, a direct link has been provided on the official version <http://www.whitehouse.gov/omb/grants/spoc.html>.

States that are not listed on this page have chosen not to participate in the intergovernmental review process, and therefore do not have a SPOC. If you are located within one of these States, you may still send application material directly to a Federal awarding agency.

Contact information for Federal agencies that award grants can be found in Appendix IV of the Catalog of Federal Domestic Assistance. [<http://www.cfda.gov/public/cat-app4-index.htm>]

<p>ARKANSAS</p> <p>Tracy L. Copeland Manager, State Clearinghouse Office of Intergovernmental Services Department of Finance and Administration 1515 7th Street, Room 412 Little Rock, Arkansas 72203 Telephone: (501) 682-1074 FAX: (501) 682-5206 TlCopeland@dfa.state.ar.us</p>	<p>CALIFORNIA</p> <p>Grants Coordination State Clearinghouse Office of Planning and Research P.O. Box 3044, Room 222 Sacramento, California 95812-3044 Telephone: (916) 445-0613 FAX: (916) 323-3018 State.clearinghouse@opr.ca.gov</p>
<p>DELAWARE</p> <p>Charles H. Hopkins Executive Department Office of the Budget 540 S. Dupont Highway , 3rd Floor Dover, Delaware 19901 Telephone: (302) 739-3323 FAX: (302) 739-5661 Chopkins@state.de.us</p>	<p>DISTRICT OF COLUMBIA</p> <p>Luisa Montero-Diaz Office of Partnerships and Grants Development Executive Office of the Mayor District of Columbia Government 414 4th Street, NW, Suite 530 South Washington, DC 20001 Telephone: (202) 727-8900 FAX: (202) 727-1652 opgd.eom@dc.gov</p>

<p>FLORIDA</p> <p>Jasmin Raffington Florida State Clearinghouse Department of Community Affairs 2555 Shumard Oak Blvd. Tallahassee, Florida 32399-2100 Telephone: (850) 922-5438 FAX: (850) 414-0479 clearinghouse@dca.state.fl.us</p>	<p>GEORGIA</p> <p>Georgia State Clearinghouse 270 Washington Street, SW Atlanta, Georgia 30334 Telephone: (404) 656-3855 FAX: (404) 656-7901 Gach@mail.opb.state.ga.us</p>
<p>ILLINOIS</p> <p>Virginia Bova Department of Commerce and Community Affairs James R. Thompson Center 100 West Randolph, Suite 3-400 Chicago, Illinois 60601 Telephone: (312) 814-6028 FAX: (312) 814-8485 vbova@commerce.state.il.us</p>	<p>IOWA</p> <p>Steven R. McCann Division of Community and Rural Development Iowa Department of Economic Development 200 East Grand Avenue Des Moines, Iowa 50309 Telephone: (515) 242-4719 FAX: (515) 242-4809 Steve.mccann@ided.state.ia.us</p>
<p>KENTUCKY</p> <p>Ron Cook Department for Local Government 1024 Capital Center Drive, Suite 340 Frankfort, Kentucky 40601 Telephone: (502) 573-2382 FAX: (502) 573-2512 Ron.cook@mail.state.ky.us</p>	<p>MAINE</p> <p>Joyce Benson State Planning Office 184 State Street 38 State House Station Augusta, Maine 04333 Telephone: (207) 287-3261 Telephone: (207) 1461 (direct) FAX: (207) 287-6489 Joyce.benson@state.me.us</p>
<p>MARYLAND</p> <p>Linda Janey Manager, Clearinghouse and Plan Review Unit Maryland Office of Planning 301 West Preston Street – Room 1104 Baltimore, Maryland 21201-2305 Telephone: (410) 767-4490 FAX: (410) 767-4480 linda@mail.op.state.md.us</p>	<p>MICHIGAN</p> <p>Richard Pfaff Southeast Michigan Council of Governments 535 Griswold, Suite 300 Detroit, Michigan 48226 Telephone: (313) 961-4266 FAX: (313) 961-4869 pfaff@semcog.org</p>

<p>MISSISSIPPI</p> <p>Mildred Tharpe Clearinghouse Officer Department of Finance and Administration 1301 Woolfolk Building, Suite E 501 North West Street Jackson, Mississippi 39201 Telephone: (601) 359-6762 FAX: (601) 359-6758</p>	<p>MISSOURI</p> <p>Federal Assistance Clearinghouse Office of Administration P.O. Box 809 Truman Building, Room 840 Jefferson City, Missouri 65102 Telephone: (573) 751-4834 FAX: (573) 522-4395 igr@mail.oa.state.mo.us</p>
<p>NEVADA</p> <p>Heather Elliott Department of Administration State Clearinghouse 209 E. Musser Street, Room 200 Carson City, Nevada 89701-4298 Telephone: (775) 684-0209 FAX: (775) 684-0260 Helliot@govmail.state.nv.us</p>	<p>NEW HAMPSHIRE</p> <p>MaryAnn Manoogian Director, New Hampshire Office of Energy and Planning Attn: Intergovernmental Review Process Benjamin Frost 57 Regional Driv Concord, New Hampshire 03301-8519 Telephone: (603) 271-2155 FAX: (603) 271-2615 Jtaylor@osp.state.nh.us</p>
<p>NEW MEXICO</p> <p>Ken Hughes Local Government Division Room 201, Bataan Memorial Building Santa Fe, New Mexico 87503 Telephone: (505) 827-4370 FAX: (505) 827-4948 Khughes@dfa.state.nm.us</p>	<p>NORTH CAROLINA</p> <p>Jeanette Furney Department of Administration 1302 Mail Service Center Raleigh, North Carolina 27699-1302 Telephone: (919) 807-2323 FAX: (919) 733-9571 Jeanette.furney@ncmail.net</p>
<p>NORTH DAKOTA</p> <p>Jim Boyd Division of Community Services 600 East Boulevard Ave, Dept 105 Bismarck, North Dakota 58505-0170 Telephone: (701) 328-2094 FAX: (701) 328-2308 Jboyd@state.nd.us</p>	<p>RHODE ISLAND</p> <p>Kevin Nelson Department of Administration Statewide Planning Program One Capitol Hill Providence Rhode Island 02908-5870 Telephone: (401) 222-2093 FAX: (401) 222-2083 knelson@doa.state.ri.us</p>

<p>SOUTH CAROLINA</p> <p>Omeagia Burgess Budget and Control Board Office of State Budget 1122 Ladies Street – 12th Floor Columbia, South Carolina 29201 Telephone: (803) 734-0494 FAX: (803) 734-0645 Aburgess@budget.state.sc.us</p>	<p>TEXAS</p> <p>Denise S. Francis Director, State Grants Team Governor’s Office of Budget and Planning P.O. Box 12428 Austin, Texas 78711 Telephone: (512) 305-9415 FAX: (512) 936-2681 dfrancis@governor.state.tx.us</p>
<p>UTAH</p> <p>Carolyn Wright Utah State Clearinghouse Governor’s Office of Planning and Budget State Capitol, Room 114 Salt Lake City, Utah 84114 Telephone: (801) 538-1535 FAX: (801) 538-1547 cwright@gov.state.ut.us</p>	<p>WEST VIRGINIA</p> <p>Fred Cutlip, Director Community Development Division West Virginia Development Office Building #6, Room 553 Charleston, West Virginia 25305 Telephone: (304) 558-4010 FAX: (304) 558-3248 fcutlip@wvdo.org</p>
<p>WISCONSIN</p> <p>Jeff Smith Section Chief, Federal/State Relations Wisconsin Department of Administration 101 East Wilson Street – 6th Floor P.O. Box 7868 Madison, Wisconsin 53707 Telephone: (608) 266-0267 FAX: (608) 267-6931 jeffrey.smith@doa.state.wi.us</p>	<p>AMERICAN SAMOA</p> <p>Pat M. Galea'i Federal Grants/Programs Coordinator Office of Federal Programs Office of the Governor/Department of Commerce American Samoa Government Pago Pago, American Samoa 96799 Telephone: (684) 633-5155 Fax: (684) 633-4195 pmgaleai@samoatelco.com</p>

<p>GUAM</p> <p>Director Bureau of Budget and Management Research Office of the Governor P.O. Box 2950 Agana, Guam 96910 Telephone: 011-671-472-2285 FAX: 011-671-472-2825 jer@ns.gov.gu</p>	<p>PUERTO RICO</p> <p>Jose Caballero / Mayra Silva Puerto Rico Planning Board Federal Proposals Review Office Minillas Government Center P.O. Box 41119 San Juan, Puerto Rico 00940-1119 Telephone: (787) 723-6190 FAX: (787) 722-6783</p>
<p>NORTHERN MARIANA ISLANDS</p> <p>Ms. Jacoba T. Seman Federal Programs Coordinator Office of Management and Budget Office of the Governor Saipan, MP 96950 Telephone: (670) 664-2289 FAX: (670) 664-2272 omb.jseman@saipan.com</p>	<p>VIRGIN ISLANDS</p> <p>Ira Mills Director, Office of Management & Budget # 41 Norre Gade Emancipation Garden Station, Second Floor Saint Thomas, Virgin Islands 00802 Telephone: (340) 774-0750 FAX: (787) 776-0069 Irmills@usvi.org</p>

Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail messages can be sent to grants@omb.eop.gov. If you prefer, you may send correspondence to the following postal address:

Attn: Grants Management
Office of Management and Budget
New Executive Office Building, Suite 6025
725 17th Street, NW
Washington, DC 20503

*Please note: **Inquiries about obtaining a Federal grant should not be sent to the OMB e-mail or postal address shown above. The best source for this information is the [CFDA](#).***

**IMPORTANT NOTICE TO PROSPECTIVE PARTICIPANTS
IN U.S. DEPARTMENT OF EDUCATION
GRANT AND CONTRACT PROGRAMS**

GRANTS

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds. Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste. For these reasons, ED must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that:

Failure to meet a deadline will mean that an applicant will be rejected without any consideration.

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. A one-year subscription to the Register may be obtained by sending \$555.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402-9371. (Send check or money order only, no cash or stamps.) In addition, the Federal Register is available on-line for free on Government Printing Office (GPO) Access: <http://www.access.gpo.gov/nara>. Depository Library location and Federal Register services: http://www.archives.gov/federal_register/index.html.

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED employee is authorized to extend any deadline published in the Register. No ED employees are authorized to extend any deadline published in the Federal Register. Questions regarding submission of applications may be addressed to:

U.S. Department of Education
Application Control Center
Washington, D.C. 20202-4725

CONTRACTS

Competitive procurement actions undertaken by the ED are governed by the Federal Acquisition Regulations and implementing Department of Education Acquisition Regulations.

Generally, prospective competitive procurement actions are synopsisized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP). All of ED's RFP's are now available on-line for downloading at the following url: <http://www.ed.gov/fund/contract/apply/currrfp.html>.

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contracts Specialist identified on the face page of the RFP. Offers are judged in competition with others, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal which is non-responsive to the RFP. A subscription to the CBD is available for \$208.00 per year via second class mailing or \$261.00 per year via first class mailing. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1 (\$49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402-9371

In addition, the Commerce Business Daily is available on-line for free at the following url: <http://cbdnet.access.gpo.gov/>. The Federal Acquisition Regulations are available on-line at the following

url: <http://www.arnet.gov/far/>. In an effort to be certain this important information is widely disseminated, this notice is being included in all ED mail to the public. You may therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.

ED FORM 5348, 7/01

Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail messages can be sent to grants@omb.eop.gov. If you prefer, you may send correspondence to the following postal address:

Attn: Grants Management
Office of Management and Budget
New Executive Office Building, Suite 6025
725 17th Street, NW
Washington, DC 20503

Please note: Inquiries about obtaining a Federal grant should not be sent to the OMB e-mail or postal address shown above. The best source for this information is the Catalog of Federal Domestic Assistance (CFDA) [<http://www.cfda.gov/>].



Survey on *Ensuring Equal* *Opportunity* FOR APPLICANTS

Do not enter information below unless instructed to do so.

OMB No. 1890-0014 Exp. 1/31/2006

Purpose: This form is for applicants that are nonprofit private organizations (not including private universities). Please complete it to assist the Federal government in ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. Information provided on this form will not be considered in any way in making funding decisions and will not be included in the Federal grants database.

○

○ INSTRUCTIONS FOR SUBMITTING SURVEY

If submitting hard copy, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it with your application package.

If submitting electronically, please include the PR Award Number assigned to your e-application in the box above entitled "*Do not*

1. DOES THE APPLICANT HAVE 501(C)(3) STATUS?

☐

Yes

☐

No

2. How many full-time equivalent employees does the applicant have? (*Check only one box*).

☐

3 or Fewer

☐

15-50

☐

4-5

☐

51-100

☐

6-14

☐

over 100

3. What is the size of the applicant's annual budget? (*Check only one box*.)

☐

Less Than \$150,000

☐

\$150,000 - \$299,999

☐

\$300,000 - \$499,999

☐

\$500,000 - \$999,999

☐

\$1,000,000 - \$4,999,999

☐

\$5,000,000 or more

4. Is the applicant a faith-based/religious organization?

☐

Yes

☐

No

5. Is the applicant a non-religious community-based organization?

☐

Yes

☐

No

6. Is the applicant an intermediary that will manage the grant on behalf of other organizations?

☐

Yes

☐

No

7. Has the applicant ever received a government grant or contract (Federal, State, or local)?

☐

Yes

☐

No

8. Is the applicant a local affiliate of a national organization?

☐

Yes

☐

No

Survey Instructions on Ensuring Equal Opportunity for Applicants

1. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
2. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
3. Annual budget means the amount of money your organization spends each year on all of its activities.
4. Self-identify.
5. An organization is considered a community-based organization if its headquarters/service location shares the same zip code as the clients you serve.
6. An “intermediary” is an organization that enables a group of small organizations to receive and manage government funds by administering the grant on their behalf.
7. Self-explanatory.
8. Self-explanatory

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0014. The time required to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Joyce I. Mays, Application Control Center, U.S. Department of Education, 7th and D Streets, SW, ROB-3, Room 3671, Washington, DC 20202-4725.



GRANT APPLICATION RECEIPT ACKNOWLEDGEMENT

(If you send your application by mail or if you or your courier deliver it by hand, the Application Control Center will mail a Grant Application Receipt Acknowledgement to you.) If you fail to receive the notification of application receipt within fifteen (15) days from the closing date call:

**U.S. Department of Education
Application Control Center
(202) 245-6288**

(If your application is late, we will notify you that we will not consider the application.)

GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page	http://www.ed.gov
OCFO Web Page Internet	http://www.ed.gov/about/offices/list/ocfo/grants/grants.html
OCFO Contracts Page	http://www.ed.gov/about/offices/list/ocfo/contracts/contracts.html